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WAYLAND BAPTIST UNIVERSITY

SCHOOL OF EDUCATION

PLAINVIEW CAMPUS

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# COURSE NUMBER AND TITLE: EDSP 3305-PL01 – Trends, Issues, Policies and Procedures; Special Education Law

**Class Time:**  Online, check due dates for all assignments

# Term and Dates: Spring 2019 – (February 25 – May 18)

# Instructor’s Name: Mrs. Sheri Warren

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# CATALOG COURSE DESCRIPTION:

Course consists of: legal, ethical, professional, and procedural issues in special education; review/attendance of actual legal or administrative proceedings involving special education issues. Field experience 5 hours.

# PREREQUISITES: EDUC 2304

# REQUIRED RESOURCE MATERIALS:

Student Textbook(s)

1. Murdick, N., & Gartin, B. (2014). *Special education law.* (3rd ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 9780133399851.

Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc); John Elliott, email: elliotj@wbu.edu

# STUDENT LEARNING OUTCOMES:

1. The student will summarize and re-phrase specific sections from the Code of Ethics (CEC) as they relate to Special Education.
	1. Court Case Analyses
	2. Special Education Law Project
	3. Exams
	4. Discussion Questions
2. The student will locate local, state, and federal law and outline the specific requirements for each of the various levels of the law and how they apply to Special Education.
	1. Court Case Analyses
	2. Law Terminology Exams
	3. Exams
	4. Discussion Questions
3. The student will analyze the impact of confidentiality and how this applies to Special Education.
	1. Court Case Analyses
	2. Special Education Law Project

## Course Outlines and Competencies: Competencies based on Special Education Standards from the State of Texas:

**Standard II**. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

 The beginning special education teacher knows and understands:

2.1k standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;

2.2k personal cultural biases and differences that may affect one’s teaching;

2.3k consumer and professional organizations, publications, and journals relevant to individuals with disabilities;

2.4k liability issues related to working with individuals with disabilities;

2.5k how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.

The beginning special education teacher is able to:

2.1s practice within the standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;

2.2s promotes and maintain a high level of competence and integrity in the practice of the profession;

2.3s demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;

2.4s respect the culture, gender, and personal beliefs of individual students and families;

2.5s exercise objective professional judgment in the practice of the profession;

2.6s participate in professional activities and organizations that increase skills and benefit individuals with disabilities, their parents/guardians, and colleagues;

2.7s comply with local, state, and federal monitoring and evaluation requirements;

2.8s use copyrighted educational materials in an ethical manner;

2.9s safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);

2.10s participate effectively in the identification, diagnosis, placement, and ongoing service of students with disabilities; and

2.11s demonstrate advocacy skills and competencies needed to support educational services delivered to students in the least restrictive environment and in the community.

**Standard III**. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

The beginning special education teacher knows and understands:

3.4k the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies;

3.6k ethical practices for confidential communication about individuals with disabilities.

# ATTENDANCE REQUIREMENTS:

Students are expected to respond to Discussion Board prompts and/or answer chapter questions each week. Students are also expected to reply to the discussion board posts of classmates each week.

From the Wayland Virtual Campus website description: “Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.”

# ACADEMIC HONESTY:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

Plagiarism

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

* 1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.”

Source: http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag

# DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# COURSE REQUIREMENTS & GRADING CRITERIA

# UNIVERSITY GRADING SYSTEM

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-70 I Incomplete\*

D 60-69 W for withdrawal

F below 60 WP Withdrawal Passing

 WF Withdrawal Failing X No grade given

 IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

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| Court Case Analyses | 3 @ 50 ea. | 150 |
| Special Education Law Project | 1 | 400 |
| Mid-Term & Final Exams | 2 @ 100 ea. | 200 |
| Chapter Discussion Questions or Discussion Boards | 12 @ 50 ea. | 600 |
|  | **Total Points** | **1350** |

# STUDENT APPEALS:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

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| EDSP 3305 Tentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course.٭ |
| **Date/Week** | **Classwork** | **Reading**  |  **Assignments** |
| **2/25-3/3** | **Introduction – Syllabus*****The Basis for Special Education: Historical Overview of Special Education******A New Foundation for Special Education Services*** | **Read Ch. 1 & 2** | **Introductory Discussion Board****\*Answer Ch. 1 Questions & Submit****Discussion Board for Chapter 2****\*Choose Court Case #1 to Analyze** |
| **3/4-3/10** | ***Free Appropriate Public Education*** **Online meeting for Presenting Court Case #1 (TBD)** | **Read Ch. 3** | **Discussion Board for Chapter 3****Turn in Case #1** |
| **3/11-3/17** | ***Spring Break*** |  |  |
| **3/18-3/24** | ***Nondiscriminatory Evaluation*** | **Read Ch. 4** | **\*Answer Ch. 4 Questions & Submit****\*Choose the topic for your Law Project.** |
| **3/25-3/31** | ***Program Development******Least Restrictive Environment*** | **Read Ch. 5 & Ch. 6** | **\*Answer Ch. 5 Questions & submit****Discussion Board for Chapter 6****\*Continue working on Special Education Law Project** |
| **4/1-4/7** | ***MIDTERM*** |  | **\*Choose Court Case #2 to Analyze** |
| **4/8-4/14** | ***Procedural Due Process*****Online meeting for presenting Court Case #2** | **Read Ch. 7** | **\*Answer Ch. 7 Questions & submit****Turn in Case #2** |
| **4/15-4/21** | ***Parental Participation******Enforcement of Special Education Law*** | **Read Ch. 8 & Ch. 9** | **Answer Ch. 8 Questions and Submit****Discussion Board for Chapter 9****\*Choose Court Case #3 to Analyze** |
| **4/22-4/28** | ***Discipline Issues*** ***Mediation & Impartial Due Process*****Online meeting for presenting Court Case #3 (Tentative)** | **Read Ch. 10 & 11** | **\*Answer Ch. 10 Questions & submit** **Discussion Board for Chapter 11****\*Turn in Case #3** |
| **4/29-5/5** | ***Ethics and the Special Education Professional*** | **Read Ch. 12** | **\*Answer Ch. 12 Questions & Submit** **\*Finish your Special Education Law Project** |
| **5/6-5/12** | ***Submit Law Project Power Point for other students to watch, and submit paper.*** |  | **\*Study for Final Exam** |
| **5/13-5/18** | ***FINAL EXAM*** |  |  |

Directions for Court Case Analyses (1 – 3)

EDSP 3305

* There are 3 Court Case Analyses due this term.
* Choose a relevant court case – something you are interested – that deals with Special Education and that was published sometime between 2013 - 2018.
* Read the case completely.
* Write a complete analysis of the court case – explain it to others who have not read the court case. Present the **pros and cons** of the case, a **description of all parties involved,** and the **results of the court case (rulings on the case**). At the end of your analysis **tell whether or not you agreed with the case and why** – **tell how you felt about the case in general and the rulings** made in regard to this case.
* Submit your assignment via the Digital Dropbox on Blackboard.

Directions for Special Education Law Project

EDSP 3305

* Choose one area of Special Education Law to research. It can be an area specifically described in the textbook, or one approved by the professor.
* Collect at least 3 sources with which to do your research. All sources must come from peer-reviewed, educational journals OR published books that address your area of research. You CANNOT use on-line sources (google, Wikipedia, etc.), unless they are peer-reviewed and they come from educational journals. (\*All sources must have listed references and come from journals in the area of education.)
* Compile a 3 to 5 page research paper that presents the results of your research.
* With the paper, also create a PowerPoint presentation that explains your findings. This will be for others to view to inform them of your research findings.