# Course Description

This course is designed to provide students with in-depth knowledge of the regulations and laws governing special education as they relate to the classroom and families of exceptional students. Students will study the history of special education laws, as well as current court and due process hearing results and their current impact on the delivery of special education programs and services.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze the creation and evolution of special education law in the United States.
* **CLO2:** Determine how to appropriately apply key laws related to special education.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Yell, M. L. (2016). *The law and special education* (4th ed.). Upper Saddle River, NJ: Pearson.

ISBN: 978-0134043395

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Fourteenth Amendment | 40 |  |
| Discussion: IDEA Presentation Topic Selection | 10 |  |
| History of Special Education Law Timeline | 50 |  |
| Special Education Law Paper | 60 |  |
| **Week 2** |  |  |
| IDEA Presentation | 60 |  |
| Discussion: IDEA Presentation Peer Review | 20 |  |
| **Week 3** |  |  |
| Discussion: Student Protections | 40 |  |
| Discussion: Legalities of 504 | 40 |  |
| Section 504, the Rehabilitation Act, the ADA, and Transition Planning | 70 |  |
| **Week 4** |  |  |
| Discussion: Appropriate Education | 40 |  |
| FAPE and LRE Web Resource | 60 |  |
| Discussion: FAPE and LRE Web Resource Peer Review | 20 |  |
| **Week 5** |  |  |
| Discussion: Overrepresentation in Special Education | 40 |  |
| Assessment and Evaluation Process Presentation | 60 |  |
| Discussion: Assessment and Evaluation Process Presentation Peer Review | 20 |  |
| **Week 6** |  |  |
| IEP Litigation Interview | 40 |  |
| IEP Process Web Resource | 60 |  |
| Discussion: IEP Process Web Resource Peer Review | 20 |  |
| Procedural Safeguards Brochure | 50 |  |
| Discussion: Procedural Safeguards Brochure Peer Review | 20 |  |
| **Week 7** |  |  |
| Discussion: Stay-Put Provisions | 40 |  |
| Procedural Safeguard Remedies | 60 |  |
| Due Process Web Resource | 60 |  |
| Discussion: Due Process Web Resource Peer Review | 20 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Introduction to the Legal System** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the impact of significant litigation on the development of federal and state special education law prior to 1975. | | CLO1 | |
| * 1. Explain the history of federal law and state law related to the education of children with special needs prior to 1975. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | |  |  |
| **PowerPoint Presentation with audio narration tutorials**  You will need to submit an audio narrated presentation in Weeks 2 & 5. Here are some tutorials so you can familiarize yourself with this functionality in PowerPoint and practice:   * [Add or delete audio in your PowerPoint presentation](https://support.office.com/en-us/article/Add-or-delete-audio-in-your-PowerPoint-presentation-c3b2a9fd-2547-41d9-9182-3dfaa58f1316?ui=en-US&rs=en-US&ad=US#OfficeVersion=2013,_2016) * [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c#OfficeVersion=2013,_2016) | | N/A |  |
| **Readings**  **Read** the following:   * Ch. 1–3 of *The Law and Special Education* * [How a New Supreme Court Ruling Could Affect Special Education](https://www.theatlantic.com/education/archive/2017/03/how-a-new-supreme-court-ruling-could-affect-special-education/520662/) | | 1.1, 1.2 |  |
| **Videos**  **Watch** the following:   * [IDEA 40th Anniversary](https://www2.ed.gov/about/offices/list/osers/idea40/index.html) (2:04) * [The Unsung - A Civil Rights Documentary](https://youtu.be/kV_1f_gqEX4) (9:21) * [Separate, But Equal: Rare Images from the Segregated South](https://youtu.be/ZSYNhFyEHoo) (5:50)   **Post** your comments or questions in the Week 1 General Q & A discussion forum. | | 1.1, 1.2 | Videos 1 hour |
| **Field-Based Work**  **Resources:**   * Field Experience Instructions * Field Experience Log Example * Field Experience Log * Field Experience Requirements   During this course, you will complete 5 hours of field-based work. You must keep a record of the time spent on these field-based projects using the Field-Based Experience Log. The log will be due during Week Six of the course. Failure to submit your log, and complete it according to directions may prevent your ability to student teach.  Before Week Six, you need to conduct an interview with your cooperating teacher as part of your field experience. This interview will encompass the methods and theories discussed during Week Six of this course and will be due that week. | | Course |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Fourteenth Amendment**  **Read** [How a New Supreme Court Ruling Could Affect Special Education](https://www.theatlantic.com/education/archive/2017/03/how-a-new-supreme-court-ruling-could-affect-special-education/520662/).  **Respond** to the following question in the Fourteenth Amendment discussion forum by Thursday:   * How does the fourteenth amendment influence special education law? Support your response with examples.   **Post** a counter argument to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: IDEA Presentation Topic Selection**  **Review** the topics available for this presentation:   * Topic 1    + Identify the purpose of IDEA and its subsequent amendments.   + Provide a chronology of IDEA amendments beginning with the Education for All Handicapped Children Act of 1975 through today. * Topic 2    + Identify the key aspects of each amendment.   + Explain how each amendment has added value to IDEA. * Topic 3    + Identify the eight components of IDEA.   + Analyze how the eight components affect the provision of education for students with disabilities.   + Explain how the eight components of IDEA improve public education.   **Post** the topic you would like to do your presentation on by Sunday.  *Note:* To ensure there is an even number of students signed up for the 3 topics, your instructor will advise you of the maximum number of signups available for each topic. Topic selection is on a first-come-first-served basis. Select your topic as soon as you can to ensure you get the topic you want and can get started on the presentation as it is due Thursday of Week 2 so peer feedback can occur. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **History of Special Education Law Timeline**  **Create** a timeline using an online tool of your choice, such as [Tiki-Toki](http://www.tiki-toki.com/), [Timetoast](https://www.timetoast.com/), or  <https://elearningindustry.com/top-10-free-timeline-creation-tools-for-teachers>  that summarizes the history of U.S. law related to the education of children with special needs.  **Address** the following in your timeline:   * The main pieces of litigation related to special education law before the creation of the Individuals with Disabilities Education Act * The role compulsory attendance laws played in the development of special education law * The role the civil rights movement played in the development of special education law   **Submit** your timeline by Sunday. | | 1.2 |  |
| **Special Education Law Paper**  **Resource:** How to Perform a Case Study Analysis (6:15)  **Research** special education law court cases.  **Select** one case of interest to you.  **Write** a 700- to 1,050-word paper analyzing how the decisions affected special education law. Address the following:   * The role of horizontal and vertical judicial power in the interpretation of the court decision * How precedent affects the court’s decision-making authority * The differences between persuasive versus controlling authority   *Example:* Discuss the impact of the *Parc v. PA* and *Mills v. Board of Education* decisions and how they affected the development of the Education for All Handicapped Children Act.  **Include** 3 to 5 outside sources.  **Format** your paper according to APA requirements.  **Submit** your paper by Sunday. | | 1.1 | Library research: 2 hours |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Course Setup**

**Groups:** Throughout this course, students will work in groups to complete the web resource assignments and provide feedback on the procedural safeguards brochure assignment to their group teammates. Create groups of 3 to 4 students, and post an instructor announcement with group assignments by the end of week 1.

**Field Experience:** In this course, each student is expected to log 5 hours of field experience related to the learning outcomes of this course that correspond to the Pennsylvania Department of Education (PDE) Standards for Special Education. Failure to submit their log, and complete their log according to directions may prevent a student’s ability to student teach. Review the Field Experience Directions for faculty before the course starts.

When reviewing logs, check for the following benchmarks:

1. Completion
2. Securing appropriate 5 hours of field experience
3. Mentor’s signature

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: The Individuals with Disabilities Education Act (IDEA) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the purpose of IDEA and its subsequent amendments. | | CLO2 | |
| * 1. Analyze the components of IDEA and their implications for public education. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 4 of *The Law and Special Education*. | | 2.1, 2.2 |  |
| **Videos**  **Watch** the following:   * ["Lead On" - Americans with Disabilities Act 23 years later](https://youtu.be/JZX2IxUWwYA) (3:43) * [IDEA: Individuals with Disabilities Education Act: History and Summary](https://youtu.be/3XMndYNEGFA) (3:22)   **Post** your comments or questions in the Week 2 General Q & A discussion forum. | | 2.1, 2.2 | Video: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **IDEA Presentation**  **Imagine** you have been instructed to develop a training on IDEA for your fellow educators.  **Create** a 10- to 15-minute narrated presentation on the topic you chose in Week 1 using Microsoft® PowerPoint®, or an online tool of your choice, in which you complete the following:   * Topic 1    + Identify the purpose of IDEA and its subsequent amendments.   + Provide a chronology of IDEA amendments, beginning with the Education for All Handicapped Children Act of 1975 through today. * Topic 2    + Identify the key aspects of each amendment.   + Explain how each amendment has added value to IDEA. * Topic 3    + Identify the eight components of IDEA.   + Analyze how the eight components affect the provision of education for students with disabilities.   + Explain how the eight components of IDEA improve public education.   **Post** your presentation file or a link to your presentation to the IDEA Presentation discussion forum by 11:59 pm Thursday.  **Review** the feedback on your presentation and make revisions as appropriate.  **Submit** your original and final presentations to Blackboard by 11:59pm Sunday. | | 2.1, 2.2 | Library Research & peer review: 3 hours |
| **Discussion: IDEA Presentation Peer Review**  **Review** all the presentations.  **Post** feedback on the other two topics you did not create a presentation on by 11:59 pm Saturday. Focus on the relationship of the other topics to your presentation topic.  For example, if you created a presentation on topic 1, you would choose a classmate who created a presentation on topic 2 and provide feedback that focuses on the relationship between topics 1 and 2. Then you would do the same for a classmate who created a presentation on topic 3. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **5 hours** |

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| Week Three: Section 504 and the Americans with Disabilities Act (ADA) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the purpose and major principles of the development and subsequent revisions to Section 504 of the Rehabilitation Act of 1973 and the ADA. | | CLO2 | |
| * 1. Analyze the responsibilities of public schools under section 504 and the ADA. | | CLO2 | |
| * 1. Compare the protections offered by Section 504, ADA, and IDEA. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 5 & 6 of *The Law and Special Education* * [A Comprehensive Comparison of the IDEA and Section 504/ADA](http://www.ode.state.or.us/initiatives/elearning/nasdse/nasdsesection504handout.pdf) | | 3.1, 3.2, 3.3 |  |
| **Video**  **Watch** the following:   * [Overview of Section 504](https://youtu.be/gRLD7vU7SlY) (15:39) * [Wrightslaw - Section 504, Retaliation, Child Abuse, Diabetes](https://youtu.be/PzXzIqMOX3k) (8:11)   **Post** your comments or questions in the Week 3 General Q & A discussion forum. | | 3.1 | Video: 1 hour |
| **Website**  **Review** [Special Education Caselaw](http://www.wrightslaw.com/caselaw.htm).  **Post** your comments or questions in the Week 3 General Q & A discussion forum. | | 3.1, 3.2 | Website Review: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Student Protections**  **Respond** to the following question in the Student Protections discussion forum by Thursday:   * How are the protections offered to students by ADA, Section 504, and IDEA similar? How are they different? Support your response with examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Legalities of 504**  **Watch** [Wrightslaw - Section 504, Retaliation, Child Abuse, Diabetes](https://youtu.be/PzXzIqMOX3k).  **Respond** to the following questions in the Legalities of 504 discussion forum by Thursday:   * What do you think are the legal implications of the principal’s actions in this court case? How would you have responded if you were the principal of this school?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Section 504, the Rehabilitation Act, the ADA, and Transition Planning**  **Resources:**   * [Special Education Caselaw](http://www.wrightslaw.com/caselaw.htm) * How to Perform a Case Study Analysis (6:15)   **Choose** a case study of interest from the following:   * [*Jarron Draper v. Atlanta Public School District, et al*](http://www.wrightslaw.com/law/caselaw/08/GA.draper.aps.504.damages.pdf) * [*Yankton Sch. Dist. v. Harold and Angie Schramm*](http://www.wrightslaw.com/law/caselaw/case_yankton_IDEA_504_8thCir.html) * [*Judith Scruggs, Admin. Estate of Daniel Scruggs v. Meriden Bd of Ed., E. Ruocco, M. B. Iacobelli, and Donna Mule*](http://www.wrightslaw.com/law/caselaw/05/ct.scruggs.meriden.damages.htm) * [*W.B. v. Matula* (3rd Cir. 1995)](http://www.wrightslaw.com/law/caselaw/3rd.wb.matula.pdf)   **Write** a 1,050- to 1,750-word paper addressing the following:   * Identify the purpose and major principles in the development and subsequent revisions to Section 504 of the Rehabilitation Act of 1973, the ADA, and transition planning. * Analyze the implications of the most recent changes to Section 504, the Americans with Disabilities Act (ADA), transition planning and their impact on K–12 education. * Analyze the expanded eligibility components of Section 504, the ADA, transition planning and their relevance to the case study you chose.   **Format** your paper according to APA guidelines.  **Submit** your paper by Sunday. | | 3.1, 3.2 | Library research: 2 hours |
| **Total** |  |  | **7 hours** |

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| Week Four: Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the mandates and components of FAPE. | | CLO2 | |
| * 1. Analyze litigation that is shaping current standards for ensuring the provision of FAPE for students. | | CLO2 | |
| * 1. Summarize the mandates, components, and standards for determining LRE for students. | | CLO2 | |
| * 1. Analyze case law leading up to current factor tests for determining the LRE. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 8 & 11 of *The Law and Special Education*. | | 4.1, 4.2, 4.3, 4.4 |  |
| **Case Laws**  **Review** the following:   * [*Greer v. Rome City School Dist.*](http://www.leagle.com/decision/19911638950F2d688_11518.xml/GREER%20v.%20ROME%20CITY%20SCHOOL%20DIST) * [The Supreme Court of the United States 458 U. S. 176](http://www.wrightslaw.com/law/caselaw/ussupct.rowley.htm) * [Rowley – Defining FAPE](http://bargergaines.com/case-laws/rowley-defining-fape/) * [*Board of Education of the Hendrick Hudson Central School District Bd. of Ed., Westchester County, et al., Petitioners v. Amy Rowley, by her parents and natural guardians, Clifford and Nancy Rowley etc.*](http://www.law.cornell.edu/supremecourt/text/458/176)   **Post** your comments or questions in the Week 4 General Q & A discussion forum. | | 4.2 | Website Review: 2 hour |
| **Presentation**  **Review** [*Hendrick Hudson sd v. Rowley* 1982](http://www.slideshare.net/casandoval1/hendrick-hudson-sd-v-rowley-1982).  **Post** your comments or questions in the Week 4 General Q & A discussion forum. | | 4.2 | Presentation: 1 hour |
| **Videos**  **Watch** the following:   * [IDEA Basics: Free and Appropriate Public Education](https://youtu.be/ElusLM-WVtA) (7:06) * [Empowering Families as Partners in the Least Restrictive Environment - A Presentation for Parents](http://www.pattan.net/Videos/Browse/Single/?code_name=empowering_families_as_partners_in_the) (31:40)   **Post** your comments or questions in the Week 4 General Q & A discussion forum. | | 4.1, 4.2, 4.3, 4.4 | Video: 1.25 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Appropriate Education**  **Respond** to the following questions in the Appropriate Education discussion forum by Thursday:   * How have the legal definitions of appropriate education according to FAPE (within the revisions of IDEA) changed over time? How has this affected the education provided to students with disabilities? What is your school or district doing to support FAPE? What could your school or district improve?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **FAPE and LRE Web Resource**  **Imagine** you and your group have been tasked with training your fellow educators on FAPE and LRE.  **Create** a web resource using an online tool of your choice, such as [Google Sites](https://sites.google.com/), [Wikispaces](http://www.wikispaces.com/content/teacher), or [Weebly](http://www.weebly.com/). Include the following in your web resource:   * Summarize the mandates and components of FAPE. * Identify major litigation related to current standards for ensuring the provision of FAPE for students. * Analyze how this litigation has influenced and shaped current standards for ensuring the provision of FAPE for students. * Summarize the mandates, components, and standards for determining LRE for students. * Identify major case law leading up to current factor tests for determining the LRE. * Analyze how case law has influenced and shaped current factor tests for determining the LRE.   *Note:* You may create two separate resources—one for FAPE and one for LRE.  **Post** a link to your web resource in the Discussion: FAPE and LRE Web Resource Peer Review discussion forum by 11:59 pm Thursday.  **Submit** a link to your web resource by Sunday in your group discussion board. Enter your Group Discussion Board and add your final presentation to the FAPE and LRE Web Resource Forum. Label your submission: "*Group\_final presentation*". | | 4.1, 4.2, 4.3, 4.4 | Group project & Peer feedback: 2 hour |
| **Discussion: FAPE and LRE Web Resource Peer Review**  **Review** all the FAPE and LRE Web Resources.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to the web resources your group did not create by 11:59 pm Saturday. | | 4.1, 4.2, 4.3, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **8.25 hours** |

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| Week Five: Identification, Assessment, and Evaluation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the process for assessing and evaluating students for eligibility for special education. | | CLO2 | |
| * 1. Analyze case law that determines protections provided in the evaluation process and procedures. | | CLO1 | |
| * 1. Analyze the legal standards for determining a child’s eligibility for service. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 9 of *The Law and Special Education* * [10 Basic Steps in Special Education](http://www.parentcenterhub.org/steps/) * [The Special Education Evaluation/IEP Process](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f2d0000) * [Reevaluation Process for Students with Disabilities](http://pattan.net-website.s3.amazonaws.com/images/2011/10/21/Reeval_Narrative_0911.pdf) | | 5.1, 5.2, 5.3 |  |
| **Videos**  **Watch** the following:   * [Before the SpEd referral](https://youtu.be/AA6jGtyWX3I) (1:48) * [Individuals with Disabilities Education Act: Explained](https://youtu.be/66g6TbJbs2g) (4:22)   **Post** your comments or questions in the Week 5 General Q & A discussion forum. | | 5.1, 5.2, 5.3 | Video: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Overrepresentation in Special Education**  **Locate** a peer-reviewed journal article discussing the effects of overrepresented groups in special education.  **Post** a summary of the article, addressing the following in the Overrepresentation in Special Education discussion forum by Thursday:   * A brief description of what the article is saying * How specific case laws have affected the overrepresented groups in special education * The ethical implications of making eligibility decisions based on diversity instead of evaluative criteria * Include a link to your article, or attach a copy of your article to your post.   **Format** your article reference in your post according to APA guidelines  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.2 | Article Review & Discussion: one post and replies to three other posts = **2 hour** |
| **Assessment and Evaluation Process Presentation**  **Choose** one of the following:   * Autism spectrum * Other health impaired, e.g. ADHD * Emotional disturbance * Learning disabilities * Physical disabilities   **Create** a 10- to 15-minute narrated presentation using Microsoft® PowerPoint®, or an online tool of your choice on the special education assessment and evaluation process for the category you chose that includes the following:   * Identify the steps in the process for assessing and evaluating students for eligibility for special education. * Analyze how each step in the process relates to case law or litigation, where applicable. * Explain why each step in important in affording protections to students and their families. * Analyze how case law has determined these protections. * Identify which steps are procedural and which steps are substantive requirements.   **Post** a link to your presentation or your presentation file to the Assessment and Evaluation Process discussion forum by 11:59 pm Thursday.  **Review** the feedback on your presentation and make revisions, as appropriate.  **Submit** your original and final presentations by Sunday. | | 5.1, 5.2, 5.3 | Library research and peer review: 3 hours |
| **Discussion: Assessment and Evaluation Process Presentation Peer Review**  **Review** allthe presentations.  **Provide** feedback tothree of your classmates who created presentations on topics other than the topic you chose by 11:59 pm Saturday. | | 5.1, 5.2, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **7 hours** |

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| Week Six: Legal Aspects of IEP (Individual Education Programs) and Procedural Safeguards | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the substantive requirements of developing an IEP. | | CLO2 | |
| * 1. Explain the rights of parents and children related to current IEP procedural safeguards. | | CLO2 | |
| * 1. Analyze litigation impacting the IEP process. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 10 & 12 of *The Law and Special Education*. | | 6.1, 6.2, 6.3 |  |
| **Videos**  **Watch** the following:   * [Writing Meaningful IEPs](https://youtu.be/F9erTfzbpec) (11:43) * [Procedural Safeguards Notice Video Series](http://odr-pa.org/parents/parent-resource-library/procedural-safeguards-notice/) (23:45) * [Procedural Safeguards for Parents](https://www.youtube.com/watch?v=NnPaCBJ8q0c) (7:28)   **Post** your comments or questions in the Week 6 General Q & A discussion forum. | | 6.1, 6.2 | Video: 1.5 hours |
| **Field-Based Work**  **Resources:**   * Field Experience Instructions * Field Experience Log Example * Field Experience Log * Field Experience Requirements   During this course, you will complete 5 hours of field-based work. You must keep a record of the time spent on these field-based projects using the Field-Based Experience Log. The log is due this week. Failure to submit your log, and complete it according to directions may prevent your ability to student teach. | | Course |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Field Experience: IEP Litigation Interview**  **Interview** a special education teacher or administrator who has had some experience with due process scenarios, and have him or her answer the following questions:   * Tell me about your experiences in IEP litigation. * What arguments have you used to support that an IEP appropriately enables a student to receive educational benefits per the principles FAPE? * What cases influenced your arguments? * What has been the outcome of any IEP litigation you have been involved in?   **Write** a 3-5-page paper in which you address the following:   * Summarize your findings from the interview. * Answer the preceding questions from your own experience or lack thereof, discussing how you agree or disagree with the person you interviewed. Provide specific examples to support your viewpoint.   **Submit** your paper by Sunday.  *Note*. You may document the time used for interviewing and reviewing the school/district’s policy and procedures for field experience time. | | 6.3 | Reflection paper: 1 hour |
| **IEP Process Web Resource**  **Imagine** your group is responsible for educating new teachers on the IEP process.  **Create** a new section in the web resource you created for the Week 4 FAPE and LRE Web Resource assignment that identifies the eight required components of an IEP.  **Post** a link to your web resource in the IEP Process Web Resource discussion forum by 11:59 pm Thursday  **Submit** a link to your web resource by Sunday. | | 6.1 | Group project & Peer feedback: 2 hour |
| **Discussion: IEP Process Web Resource Peer Review**  **Review** all the IEP Process Web Resources.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to the web resources your group did not create by 11:59 pm Saturday. | | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Procedural Safeguards Brochure**  **Imagine** you have been tasked with developing a resource for parents at your school on IEP procedural safeguards.  **Create** a brochure using a tool of your choice, such as Microsoft® Word, [Google Docs](http://docs.google.com), or [Lucidpress](https://www.lucidpress.com/pages/examples/free-brochure-maker-online).  **Explain** the rights of parents and children related to current IEP procedural safeguards.  **Post** a link to your brochure to the Procedural Safeguards discussion forum by 11:59 pm Thursday.  **Review** the feedback on your brochure and make revisions, as appropriate.  **Submit** your original and final brochure by Sunday. | | 6.2 | Library research & peer review: 3 hours |
| **Discussion: Procedural Safeguards Brochure Peer Review**  **Review** all the brochures and provide feedback by 11:59 pm Saturday.  *Note:* You will provide feedback to your group teammates’ brochures. | | 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **9.5 hours** |

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| Week Seven: Discipline | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze due process protections afforded to students eligible under the IDEA. | | CLO2 | |
| * 1. Compare the legal process and procedures for dispute resolution related to the IEP process. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 12 & 13 of *The Law and Special Education* * [Manifestation Determination](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f190000) * [Manifestation Determination Worksheet](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f1a0000) * [Placement and School Discipline](http://www.parentcenterhub.org/repository/disciplineplacements/) * [Special Education Spotlight: A Focus on Meeting State and Federal Discipline Requirements for Students with IEPs in PA Public Schools](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f1e0000) * Putting It All Together: A Case Study | | 7.1, 7.2 |  |
| **Videos**  **Watch** the following:   * [School suspensions are an adult behavior | Rosemarie Allen | TEDxMileHigh](https://youtu.be/f8nkcRMZKV4) (12:23) * [Rights of Special Education Students: Discipline](https://youtu.be/7V893WjLEOc) (2:48)   **Post** your comments or questions in the Week 7 General Q & A discussion forum. | | 7.1 | Video: 1 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide wrap-up of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Stay-Put Provisions**  **Respond** to the following question in the Stay-Put Provisions discussion forum by Thursday:   * What are the potential implications of not having a stay-put provision protecting students with disabilities when there is a disagreement between the parties (parents or guardians and the school district)?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Procedural Safeguard Remedies**  **Write** a 700- to 1,050-word paper on procedural safeguard remedies that addresses the following:   * Compare 3 methods for dispute resolution related to the IEP process * Identify and describe the 5 types of remedies that can be awarded from a dispute. * Use cases or peer-reviewed articlesto analyze the significant litigation connected to each remedy.   **Format** your paper according to APA requirements.  **Submit** your paper by Sunday. | | 7.1, 7.2 | Library research: 2 hours |
| **Due Process Web Resource**  **Create** a new section in the web resource you created for the Week 4 FAPE and LRE Web Resource assignment.  **Analyze** due process protections by addressing the following in your web resource:   * The role the FBA and BIP play in disciplining students with disabilities * When manifestation determination is appropriate * The questions an IEP team must answer when making a manifest determination * The proper way to conduct a manifest determination, as well as how you would approach formulating your professional recommendations regarding the manifest determination questions * The components of short- and long-term disciplinary removal * The requirements for providing educational services related to short- and long-term disciplinary removal * What constitutes a change in educational placement * The criteria that allow a disciplinary removal for 45 school days   **Post** a link to your web resource in the Due Process Web Resourcediscussion forum by 11:59 pm Thursday  **Submit** a link to your web resource by Sunday. | | 7.1 | Group project & Peer feedback: 2 hour |
| **Discussion: Due Process Web Resource Peer Review**  **Review** all the Due Process Web Resources.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to the web resources your group did not create by 11:59 pm Saturday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **7 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7 |
| Supplemental |  |
| **Week 4** |  |
| Required | 8.25 |
| Supplemental |  |
| **Week 5** |  |
| Required | 7 |
| Supplemental |  |
| **Week 6** |  |
| Required | 9.5 |
| Supplemental |  |
| **Week 7** |  |
| Required | 7 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 48.75 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** |  |