

COURSE SYLLABUS

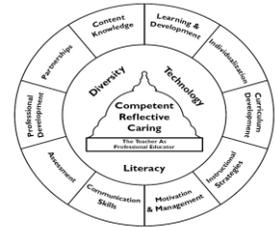
SOUTHEAST MISSOURI STATE UNIVERSITY

Department: Elementary, Early & Special Education

Course No. EX 693

Course: Special Education and the Law

Revision: Fall 11



Preparing the Competent Professional Educator
 THE COLLEGE OF EDUCATION
 Southeast Missouri State University
 Cape Girardeau, Missouri
 65616-0000

“The Teacher as Competent Professional Educator”

I. Catalog Course Description and Credit Hours of Course:

A course designed to study historical and current state and federal litigation and legislation affecting special education services. (3)

II. Prerequisite (s): Graduate standing

III. Purposes or Objectives of the Course:

The student will demonstrate a knowledge base and skills necessary to:

- A. analyze the historical and philosophical perspectives upon which Birth-12 special education is based;
- B. discuss the legal background and apply concepts to Birth-12 special education;
- C. examine and critique the current status of federal and state law impacting Birth-12 special education;
- D. interpret recent litigation affecting Birth-12 special education;
- E. interpret case law regarding Birth-12 special education;
- F. analyze and synthesize compliance with the Birth-12 special education process and laws;
- G. identify Birth-12 special education compliance components and apply each to the evaluation and IFSP/IEP processes.

Alignment Matrix

Course Objective	COE (Conceptual Framework) Standard Met	CEC Standard Met	Assessment Ensuring that the Objective has been met	Number of Hours Allocated (15 per credit hour)
analyze the historical and philosophical perspectives upon which Birth-12 special education is based	2.3, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 5.4, 6.1	1, 2, 9, 10	Forum Assignments	6
discuss the legal background and apply concepts to Birth-12 special education	2.3, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 5.4, 6.1	1, 2, 9, 10	Drop Box Assignments Project B – Case Analysis	6
examine and critique the current status of federal and state law impacting Birth-12 special education	1.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 5.4, 6.1	1, 2, 4, 9, 10	Forum Assignments Drop Box Assignments Quiz	6
interpret recent litigation affecting Birth-12 special education	2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.3, 5.4, 6.1	1, 2, 9, 10	Drop Box Assignments Projects A and B	6
interpret case law regarding Birth-12	2.3, 2.4, 3.1, 3.2, 3.3,	1, 2, 9, 10	Forum Assignments	

special education	3.4, 4.3, 5.4, 6.1		Drop Box Assignments	6
analyze and synthesize compliance with the Birth-12 special education process and laws	2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.3, 5.4, 6.1	1, 2, 9, 10	Forum Assignments Drop Box Assignments Projects A & B Quiz	9
identify Birth-12 special education compliance components and apply each to the evaluation and IFSP/IEP processes	1.1, 1.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 5.4, 6.1	1, 2, 3, 4, 6, 7, 8, 9, 10	Forum Assignments Drop Box Assignments Project A Quiz	6

Relationship of the Conceptual Framework to Standards

Southeast Missouri State University's conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education's vision of a *competent, reflective, and caring* professional as the grounding tenant of our conceptual framework as well as a commitment to proficiency in *literacy, diversity and technology*. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a *competent* professional who actively *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards.

IV. Expectations of Students:

Students will be expected to complete the following course requirements:

- A. Complete all assignments and actively participate in class activities, projects, and discussions with a high level of commitment.
- B. Accomplish thoughtful, critical analyses of the assigned material.
- C. Perform graduate-level work with mature and professional integrity.
- D. Analyze, synthesize and evaluate strategies, materials, and activities that have a common and legal relevance for students with diverse needs.

IV. Course Content

	Hours
A. Orientation and Student Input on Course Expectations	3
B. Introduction to the American Legal System	3
C. Federal Disability Policy	3
D. IDEA, Anti-Discrimination Laws and General Education Law	3
E. Zero Reject	6
F. Non-Discriminatory Evaluation	6
G. Individualized and Appropriate Education	3
H. Least Restrictive Environment	3
I. Procedural Due Process	3
J. Parent Participation	3
K. Enforcement of Special Education Law	3
L. Core Concepts of Special Education Law	3

VI. Textbook and/or Required Readings:

Turnbull, H. R., Stowe, M. J., Huerta, N. E. (2007). *Free appropriate public education: The law and children with disabilities, 7th ed.* Denver, CO: Love Publishing Company.

VII. Basis for Student Evaluation:

Assignment	Points	Due Date
Forum Assignments - Weekly	58 %	Weekly
Drop Box Assignments - Weekly	19 %	Weekly
Quiz – Discipline Procedures	7 %	After pertinent chapter
Major Project A	8%	Week 15
Major Project B - Final	8%	Finals Week

VIII. Grading Scale

100-90%= A
 89-80% = B
 79-70% = C
 69% and below=F

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to

become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/lap/index.html>

XI. **Civility and Harassment**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. **Professional Dispositions for Teacher Education**

The **Dispositions**, as assessed within Teacher Education are guided by the central core of the **Conceptual Framework**. The beliefs and attitudes related to the areas of **competence, reflection and caring**, were the guiding force in establishing the 11 current **dispositions** assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These **dispositions** continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement **Disposition** Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed **dispositions** are listed under the applicable Conceptual Framework Term.

- Competent:**
- Self-initiative/Independence
 - Reliability/Dependability
 - Attendance/Punctuality
- Reflective:**
- Response to feedback
 - Desire to improve teaching performance
- Caring:**
- Tact judgment (with peers and/or instructors)
 - Interaction with students, peers, teachers and others
 - Collegiality
 - Attitudes towards learners/Fairness
 - Attitudes towards cultural, ethnic and socioeconomic diversity
 - Commitment to the profession