



SPED 506: Legal Aspects of Special Education

Term: Fall 2019

Time: 8/24/19, 9/7/19, 9/21/19, 10/5/19, 10/19/19, 11/2/19

Location: Kennedy Center, Room To Be Arranged

Professor Contact Information

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Course Description

Explores the laws that relate to special needs learners and their implications in program and curricular design, IEPs, due process, and student and parent rights will be studied. Students will also study teachers' rights and responsibilities as they relate to the law.

3.0 credit hours

Prerequisites or corequisite studies

SPED 501 or an introduction to special education class

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and

individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The course is designed to help students become facilitators and conveyors of knowledge and cultural heritage through reading/literacy instruction. Upon successful completion of this course students should be able to: acquire knowledge of various types of reading programs

1. Describe the legal foundations of special education focusing on the laws and litigation (case law) that relate to special needs learners and their implications in program and curricular design, IEPs, due process, and student and parent rights as well as teachers' rights and responsibilities as they relate to the law. Laws will include IDEA 2004, Section 504, ADA, FERPA, and ESEA/ESSA (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9).
2. Reflects upon their professional learning as a current or future educator and reflects on the implications of laws as they relate to special needs programs and curricular design, IEPs, due process, and student and parent rights as well as teachers' rights and responsibilities as they relate to the law (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9).

Instructional Design

Students will explore trends in reading/literacy through course readings, lectures and presentations, group discussions, independent research, and small group projects.

Online Learning Center

The Online Learning Center (OLC) at <https://elearning.oak.edu/> provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet have OCU library access please complete the Library Registration form at

<https://myocu.wufoo.com/forms/library-registration/> (also found under Library at www.oak.edu).

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Rothstein, Laura & Johnson, Scott F. (2014). *Special Education Law*. (5th ed.). Sage: Los Angeles, CA. ISBN 978-1-4522-4109-8

Resources

Navigating the Course: Finding Your Way Through Indiana's Special Education Rules

<http://www.doe.in.gov/sites/default/files/specialed/navigating-course-june-2017.pdf>

Article 7

<http://www.doe.in.gov/sites/default/files/specialed/art-7-english-january-final-rule-update-2015-2017-spi.pdf>

Procedural Safeguards and Parent Rights

<http://www.doe.in.gov/sites/default/files/specialed/notice-procedural-safeguards-new-medicaid-consent.pdf>

Indiana Department of Education <http://www.doe.in.gov/specialed/laws-rules-and-interpretations>
www.wrightslaw.com

www.ldonline.org

IN*SOURCE Special Education Parent Support <http://insource.org/>

<http://insource.org/resources/federal-laws-and-legislation/>

<http://insource.org/resources/federal-laws-and-legislation/indiana-specific-legislation/>

IDEA <https://www2.ed.gov/about/offices/list/osers/osep/osep-idea.html>

<http://www.doe.in.gov/sites/default/files/specialed/081406a.pdf>

Rehabilitation Act 1973, Section 504 <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>

ADA (1990) http://www.access.gpo.gov/nara/cfr/waisidx_99/28cfr35_99.html

FERPA <http://www.ed.gov/offices/OM/fpco/ferpa/index.html> Article 7. (2017).
<http://www.doe.in.gov/sites/default/files/specialed/art-7-english-january-final-rule-update-2015-2017-spi.pdf>

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	Introduction to Legal Foundations The Legal System and How It Works Students with Disabilities: History of the Law Statutory Provisions	Readings: Ch 1, 2, 3 (Rothstein & Johnston, 2014) <i>Navigating the Course: Finding Your Way Through Indiana's Special Education Rules</i> http://www.doe.in.gov/sites/default/files/specialed/navigating-course-june-2017.pdf Read pp. 6-8
2	The Special Education Process The People Who Is Protected Identification, Evaluation, and Eligibility	Readings: Ch. 4, 5, 6 (Rothstein & Johnston, 2014) <i>Navigating the Course: Finding Your Way Through Indiana's Special Education Rules</i> http://www.doe.in.gov/sites/default/files/specialed/navigating-course-june-2017.pdf Read pp. 9-31
3	The Special Education Process Free Appropriate Public Education Individualized Education Program Placement and Least Restrictive Environment Private School Placements, Residential Placements, and Public School Choice Programs	Readings: Chapter 7, 8, 9, 10 (Rothstein & Johnston, 2014) <i>Navigating the Course: Finding Your Way Through Indiana's Special Education Rules</i> http://www.doe.in.gov/sites/default/files/specialed/navigating-course-june-2017.pdf Read pp. 9-31, 41-45 DUE: Assignment 2: Law Chart

Unit	Lesson Title and Topics	Learning Activities Schedule
4	<p>Special Issues: Secondary Students Transition, Procedural Safeguards, and Discipline</p> <p>Special Issues with Secondary Students Procedural Safeguards Discipline Early Childhood Special Education</p>	<p>Readings: Ch. 11, 12, 13 (Rothstein & Johnston, 2014)</p> <p>Procedural Safeguards and Parent Rights</p> <p>http://www.doe.in.gov/sites/default/files/specialed/notice-procedural-safeguards-new-medicaid-consent.pdf</p> <p><i>Navigating the Course: Finding Your Way Through Indiana's Special Education Rules</i></p> <p>http://www.doe.in.gov/sites/default/files/specialed/navigating-course-june-2017.pdf</p> <p>Read pp. 33-40. 49-52, 58-66</p> <p>DUE: Assignment 3: Legal Brief</p>
5	<p>Civil Rights: ADA & 504, Remedies, and Special Education Misconduct</p> <p>Americans with Disabilities Act Section 504 of the Rehabilitation Act Remedies Special Education Misconduct</p>	<p>Reading: Ch. 14, 15, 16 (Rothstein & Johnston, 2014)</p> <p><i>Navigating the Course: Finding Your Way Through Indiana's Special Education Rules</i></p> <p>http://www.doe.in.gov/sites/default/files/specialed/navigating-course-june-2017.pdf</p> <p>Read pp. 58-66</p> <p>DUE: Assignment 2: Reading Assignment/Study Guide Answers</p>

Unit	Lesson Title and Topics	Learning Activities Schedule
6	Catch-up and Review Discuss the scenario and review exercise.	DUE: Assignment 4: Mini Case Study Scenario Assignment 5: Review Exercise Assign: Assignment 6: Reflective Letter

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Participation and Engagement	25
Assignment # 1: Study Guides: Responses to Readings	25
Assignment # 2: Law Chart	25
Assignment # 3: Legal Brief	25
Assignment # 4: Scenario – Applying What You Know	25
Assignment # 5: Review Exercise	25
Assignment # 6: Reflective Letter	25
Total	150 points

Participation and Engagement (25 points)

For the arranged independent studies classes, communication by email communication is required on a regular basis, every 1 to 2 weeks. Students should update their instructor on their progress and report course activities (e.g., readings or work in progress), ask questions, and submit completed assignments to earn participation credit. Students should work steadily and submit assignments as they complete them. The last assignment is due by August 1st, 2019.

Learning Outcome: Upon successful completion of this learning activity students should be able to (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9).

Assignments

Assignment # 1: Study Guides (25 points) - Suggested Due Date: October 19

Study Guide: Study guides for chapter have been included to help the student work through the text content and readings. This will be worth 25 points

Learning Outcome: Upon successful completion of this learning activity students should be able to describe legal foundations of special education as stated in objective 1. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Assignment # 2: Law Chart (25 points) – Suggested Due Date: September 21

Law Chart

Candidates will develop a chart depicting the various aspects of the various laws pertinent to students and adults with disabilities. The aspects that must be included in the law include the type of law, eligibility, age group, remedies for violations, the governing agency, and educational implications of each law. You should cover these laws: IDEA 2004, Section 504, ADA, FERPA, ESEA/ESSA, and Rosa’s law.

- **Read Chapters 5, 14, & 15. Complete the law compare/contrast law chart. How are the laws similar and how are they different?**

Name of Law	Type of Law	Educational Implications of the Law	Eligibility	Age Range	Governing Agency	Remedies
IDEA- Individuals with Disabilities Act						
ADA- American with Disabilities Act						

Section 504 Rehabilitation Act						
FERPA- Family Educational and Privacy Act						
Rosa’s Law						
ESSA						

Learning Outcome: Upon successful completion of this learning activity candidates should be able to identify and describe laws that pertain to specific settings and specific individuals (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Assignment # 3: Legal Brief for a Landmark Case DUE: October 5

➤ **Legal Brief: Legal Briefs:** Candidates will research a landmark case and its contribution to special education. A few of these cases can be found in the book, but you will find additional information on the internet and other sources. The following are considered landmark cases that influenced the development of IDEA. Using the format provided, summarize any 1 of the following cases. You can use bullets for this assignment instead of paragraphs.

- Brown v. Topeka (1954)**
- PARC v. Commonwealth of Pennsylvania (1972)**
- Mills v. District of Columbia (1972)**
- Larry P v. Riles (1972)**
- Hendrick Hudson School v. Rowley (1982)**
- Irving Independent School District v. Tatro (1984)**

Timothy W. Rochester School (1988)
Honig v. Doe (1988)
Zobrest v. Catlina School District (1993)
Florence County District v. Carter (1993)
Cedar Rapids v. Garrett (1999)

Directions for Writing a Case Brief

- 1. Title of the case. Names of parties, date and name of the court.**
- 2. Facts of the case. State what happened factually and procedurally.**
- 3. Issues—what is in dispute? What part of IDEA does the plaintiff think was violated? FAPE, LRE, IEP, related services, due process, etc. Briefly describe plaintiff’s complaint and defendant’s response.**
- 4. Holding—decision of the court. What part of the law did the court apply?**
- 5. Rationale—What was the court’s reasoning for the holding?**
- 6. Future impact on special education. How did the holding affect the special education services, special education, policies, and/or procedures?**

Below is a copy of the format that you will use for the briefs. It is a word document so you can make the number of copies you need and enter the information. Remember to use 12 point font.

Title of the case:

Facts of the case:

Issue:

Holding:

Legal Rationale: What is the legal basis for the law?

Impact on the special education:

Learning Outcome: Upon successful completion of this learning activity candidates should be able to identify and describe a landmark court case (litigation) or case law that impacts or has impacted individuals with disability. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Assignment # 4: Scenario (25 points) – Due Date: November 2, 2019
Presentation or Table –

Write a short essay. Be sure to answer the following questions:

Use your knowledge of both Federal and Indiana law (i.e., Article 7).

You are a special education teacher. As you chat with your next door neighbor one day, he mentions that his son is 10 years old and is struggling academically and socially in school. He has real concerns that his son might have a learning disability, but does not know where to begin or to whom he should discuss these issues with. In order, to assist your neighbor in making decisions about his son, you give him a quick overview of the special education process.

In explaining the special education process to your neighbor, you should answer the following questions:

- 1. How do concerned parents refer their child for testing to see if he or she is eligible for special education?**
- 2. What type of testing will occur in the formal assessment (evaluation) process? What team does this testing?**
- 3. If your neighbor's child is identified as having a disability, who decides on the setting in which the child will receive his education services?**
- 4. What is the Individualized Education Plan (IEP)? Who participates as members of the IEP team? Who develops the IEP?**
- 5. How are special education services monitored?**

Learner Outcome: The candidate will apply information learned from the readings to outline and discuss the steps of the special education process. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Assignment # 5: Review Exercise (25 points) Due Date: November 2, 2019

Students will complete a comprehensive review exercise applying the concepts in this course.

Learning Outcome: Upon successful completion of this learning activity students should be able demonstrate the ability to apply the knowledge of legal foundations. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Assignment # 6: Reflective Letter (25 points) Due Date: November 14, 2019

Students will write a reflective letter to the instructor. Students will reflect on their learning in the course. Students should comment on how they have met the course objectives for the class, the major takeaways for the course, and how they will apply what they have learned in the class to current or future professional practice.

Learning Outcome: Upon successful completion of this learning activity students should be able demonstrate the ability to reflect upon their learning in legal foundations and apply their knowledge of legal foundations. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
145-150	A	4.0	Superior
139-144	A-	3.7	Excellent
133-138	B+	3.3	High Average
127-132	B	3.0	Average
121-126	B-	2.7	Low Average
115-120	C+	2.3	Below Average, Counting as Graduate Credit
109-114	C	2.0	Below Average, Counting as Graduate Credit
0-108	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	WP		Graduate in Progress 3-years limit
	W		Withdrawal Official Approval

Objectives and Outcomes Matrix and Assignment Rubrics

Course Objectives / Learner Outcomes	Assessment / Evidence
<p>Describe the legal foundations of special education focusing on the laws and litigation (case law) that relate to special needs learners and their implications in program and curricular design, IEPs, due process, and student and parent rights as well as teachers' rights and responsibilities as they relate to the law. Laws will include IDEA 2004, Section 504, ADA, FERPA, and ESEA/ESSA (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9).</p>	<p>Assignment 1: Study Guide</p> <p>Assignment 2: Law Chart</p> <p>Assignment 3: Legal Brief for Landmark Case</p> <p>Assignment 4: Scenario</p> <p>Assignment 5: Review Exercise</p>
<p>Reflects upon their professional learning as a current or future educator and reflects on the implications of laws as they relate to special needs program and curricular design, IEPs, due process, and student and parent rights as well as teachers' rights and responsibilities as they relate to the law (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9).</p>	<p>Assignment 1: Study Guide</p> <p>Assignment 2: Law Chart</p> <p>Assignment 3: Legal Brief for Landmark Case</p> <p>Assignment 4: Scenario</p> <p>Assignment 5: Review Exercises</p> <p>Assignment 6: Reflective Letter</p>

Assignment # 1: Study Guides (25 points)

Learning Outcome: Upon successful completion of this learning activity students should be able to describe legal foundations of special education as stated in objective 1. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Evaluation Rubric: Written Assignment – Study Guides of Text to develop and document conceptual understanding of course objectives as found in course text.

Candidate Name _____

Course _____ Date _____

Skills	25 points.
The candidate researched utilized course text to document and develop conceptual understanding of course objectives and content related to the legal foundations of special education.	

Categories	Met Requirements 25	Partially Met Requirements 18	Needs Work to Meet Requirements 13	Did Not Meet Requirements 0
Classwork Completion	Candidate substantively completed all the written assignments. Accuracy: 90%-100%	Candidate completed all the assignments less extensively. Accuracy: 75%-89%	Candidate only partially completed all assignments. Accuracy: 60%-74%	Candidate did not complete the assignments.

_____/25 possible points

Instructor's Comments

Assignment # 2: Law Chart (25 points)

Learning Outcome: Upon successful completion of this learning activity candidates should be able to identify and describe laws that pertain to specific settings and specific individuals (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Evaluation Rubric: Written Assignment – Law Chart

Candidate Name _____

Course _____ Date _____

Skills	25 points.
The candidate researched and identified and discuss the provisions of IDEA 2004, Section 504, ADA, FERPA, ESSA, and Rosa’s law (CEC 6). specifically characteristics of students with disabilities.	

Categories	Met Requirements 25	Partially Met Requirements 18	Needs Work to Meet Requirements 13	Did Not Meet Requirements 0
Classwork Completion, Accuracy, and Thoroughness	Candidate substantively and correctly completed the law chart thoroughly and accurately.	Candidate completed all the law chart less extensively and/or less correctly (errors and/or omissions).	Candidate only partially completed the law chart and/or may have errors or omissions.	Candidate did not complete the law chart.

_____/25 possible points

Instructor’s Comments

Assignment # 3: Legal Brief for a Landmark Case (25 points)

Learning Outcome: Upon successful completion of this learning activity candidates should be able to identify and describe a landmark court case (litigation) or case law that impacts or has impacted individuals with disability. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Evaluation Rubric: Written Assignment – Legal Brief

Candidate Name _____

Course _____ Date _____

Skills	25 points.
The candidate researched and identified and described a court case (litigation) or case law that impacts or has impacted individuals with disability.	

Categories	Met Requirements 25	Partially Met Requirements 18	Needs Work to Meet Requirements 13	Did Not Meet Requirements 0
Classwork Completion	Candidate substantively completed the legal brief following all guidelines.	Candidate completed the legal brief less extensively.	Candidate only partially completed the legal brief assignments.	Candidate did not complete the assignments.

_____/25 possible points

Instructor's Comments

Assignment # 4: Scenario (25 points)

Learner Outcome: The candidate will apply information learned from the readings to outline and discuss the steps of the special education process. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Evaluation Rubric: Written Assignment – Essay over Scenario

Candidate Name _____

Course _____ Date _____

Skills	25 points.
The candidate outlines and discusses the steps of the special education process.	

Categories	Met Requirements 25	Partially Met Requirements 18	Needs Work to Meet Requirements 13	Did Not Meet Requirements 0
Classwork Completion, Accuracy, and Thoroughness	Candidate substantively completed addressed all scenario questions in an accurate manner. Answers are complete and thorough.	Candidate completed all the scenario questions requirements less extensively. Answers are mostly complete.	Candidate did not address all scenario questions. Answers are partially complete	Candidate did not complete the assignment.

_____/25 possible points

Instructor's Comments

Assignment # 5: Review Exercise (25 points)

Learning Outcome: Upon successful completion of this learning activity students should be able demonstrate the ability to apply the knowledge of legal foundations. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Evaluation Rubric: Written Assignment – Review Exercise

Candidate Name _____

Course _____ Date _____

Skills	25 points.
Candidate will complete a review exercise where they will apply their knowledge of legal foundations.	

Categories	Met Requirements 25	Partially Met Requirements 18	Needs Work to Meet Requirements 13	Did Not Meet Requirements 0
Classwork Completion and Accuracy	Candidate substantively completed the review exercise with 90%-100% accuracy.	Candidate completed the review exercise with 80% to 89% accuracy.	Candidate did not address all review exercise with 70% to 79% accuracy.	Candidate did not complete the review exercise.

_____/25 possible points

Instructor's Comments

Assignment # 6: Reflective Letter (25 points) Due Date: November 14, 2019

Students will write a reflective letter to the instructor. Students will reflect on their learning in the course. Students should comment on how they have met the course objectives for the class, the major takeaways for the course, and how they will apply what they have learned in the class to current or future professional practice.

Learning Outcome: Upon successful completion of this learning activity students should be able demonstrate the ability to reflect upon their learning in legal foundations and apply their knowledge of legal foundations. (CEC 6; IDOE Exceptional Needs Standards- Mild Standards 1, 3, 4, 5, 6, 8, 9, 10; INTASC 6, 7, 9)

Evaluation Rubric: Written Assignment – Essay over Scenario

Candidate Name _____

Course _____ Date _____

Skills	25 points.
The candidate outlines and discusses the steps of the special education process.	

Categories	Met Requirements 25	Partially Met Requirements 18	Needs Work to Meet Requirements 13	Did Not Meet Requirements 0
Classwork Completion, Accuracy, and Thoroughness	Candidate substantively completed reflected upon learning and applications of the class material.	Candidate partially reflected upon learning and applications of the class material.	Candidate attempted reflecting upon learning and/or applications of the class material, but needs to go much deeper.	Candidate did not complete the assignment.

_____/25 possible points

Bibliography

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Brown v. Board of Education, 347 U.S. 483 (1954). URL: <https://www.law.cornell.edu/supremecourt/text/347/483>

Burlington School Committee v. Department of Education of the Commonwealth of Massachusetts, 471 U.S. 359 (1985). URL: <https://supreme.justia.com/cases/federal/us/471/359/>

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Daniel R.R. v State Board of Education, 874 F.2d 1036 (5th Cir. 1989). URL: <https://casetext.com/case/daniel-rr-v-state-bd-of-educ>

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999). URL: <https://supreme.justia.com/cases/federal/us/526/629/>

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Foster v. Houston General Insurance Company, 407 So.2d 759 (LA App. 1982). URL:

<https://casetext.com/case/foster-v-houston-general-ins-co>

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<https://supreme.justia.com/cases/federal/us/419/565/case.html>

Hall v. Vance County Board of Education, 774 F.2d 629 (4th Cir. 1989). URL:

<https://casetext.com/case/hall-by-hall-v-vance-cty-bd-of-educ>

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Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class**, he/she should contact Karen Nasser, the 504 coordinator at 812-749-1483 or by email:

knasseri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at [@OaklandCityU](https://twitter.com/OaklandCityU).
- **Document Formatting** – APA Style: Completed assignments must conform with the current edition of the Publication Manual of the American Psychological Association (APA). Be sure to check for correct grammatical usage, i.e. subject and verb agreement, citation format, and page setup. All assignments must be written in third person, past tense. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
 - * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both

genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;

- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Advanced Programs has woven the following six (6) critical strands to formulate the Conceptual Framework: Indiana Department of Education (IDOE) Educator Content and Developmental Standards, Standards Interstate New Teacher Assessment and Support Consortium (InTASC), The Educational Leadership Constituent Council (ELCC) standards, Council for the Accreditation of Educator Preparation (CAEP); and Oakland City University's mission statement, from which the School of Education mission statement was derived.

The School of Education for Advanced Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, it is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework's main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

Conceptual Framework Components

1. Skills (Hands)

1.1 Technological skills

1.2 Pedagogical proficiency

2. Disposition (Heart)

- 2.1 Promotion of ethical and moral values
- 2.2 Community service through positive leadership
- 2.3 Lifelong learning and collaboration

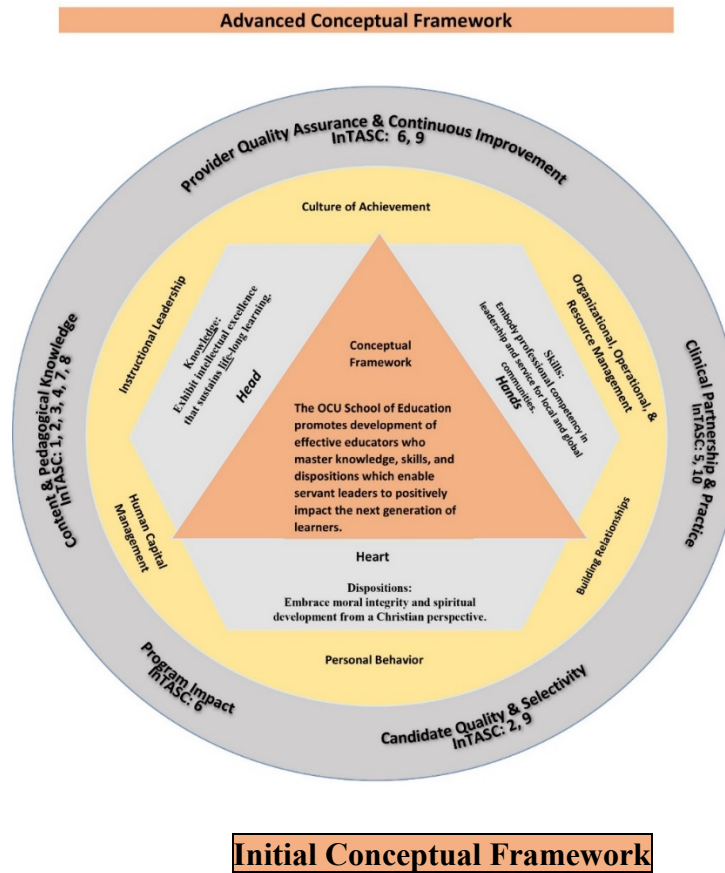
3. Knowledge (Head)

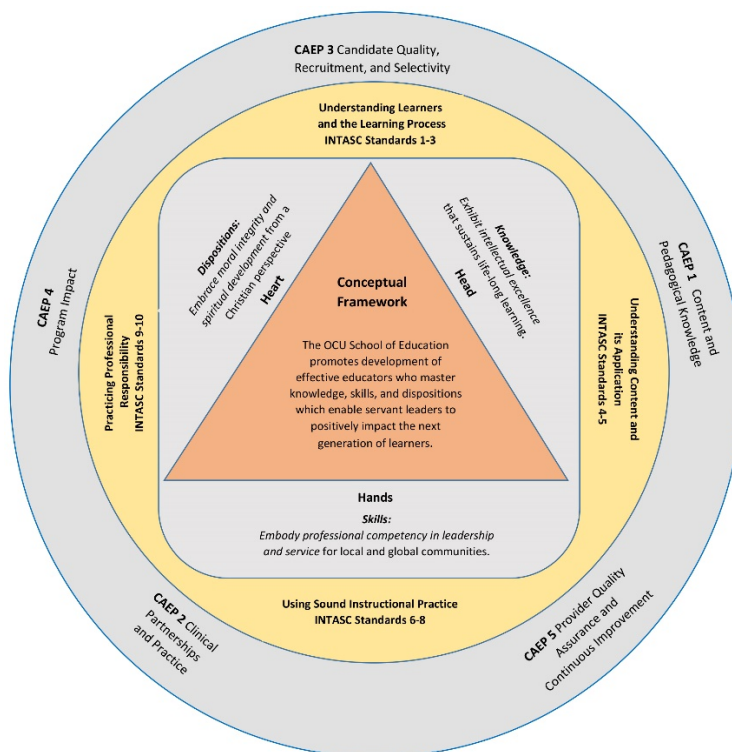
- 3.1 Knowledge of student
- 3.2 Knowledge of content

These outcomes are aligned by the graduate programs through the professional standards which are embraced by SOE and are represented by the five (5) standards in educational leadership espoused by the National Educational Leadership Preparation (NELP):

- Culture of Achievement
- Organizational, Operational, and Resource Management
- Personal Behavior
- Human Capital Management
- Instructional Leadership

Next, the Conceptual Framework embraces the ten (10) standards of InTASC and five (5) CAEP standards. The visual representation of the SOE conceptual framework for advanced programs is as follows:





Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

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CEC Standards

1. Learner Development and Individual Differences
2. Learning Environments
3. Curricular Content Knowledge
4. Assessment
5. Instructional Planning and Strategies
6. Professional Learning and Ethical Practices
7. Collaboration

Indiana Department of Education (IDOE) – Exceptional Needs – Mild Intervention Standards

1. Foundations of Special Education
2. Development and Characteristics of Students with Mild Exceptional Needs
3. Assessment
4. Individualized Program Planning and Implementation
5. Learning Environments
6. Instructional Planning and Delivery
7. Communication and Social Skills
8. Positive Behavioral Interventions and Supports
9. Transitions
10. Professional Roles and Responsibilities

INTASC

1. Learner Development
2. Learner Differences
3. Learning Environment
4. Content Knowledge

5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practices
10. Leadership and Collaboration