

A. Department of Special Education
SED 810
Special Education Statutes, Regulations, and Case Law
Credit Hours: 3

B. Course Description: A study of the administrative responsibilities of special education leadership personnel with emphasis on the understanding of the field of special education, related federal and state laws, administrative regulations, instructional arrangements, grant writing and budget.

C. Text:

- Yell, M. (2006). *The law and special education, 2nd edition*. Upper Saddle River, NJ: Pearson Education; and
- Kentucky Administrative Regulations available at <http://education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Special+Education+Regulations/Kentucky+Special+Education+Regulations.htm>

D. Course Objectives

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of the research studies and court cases that served as the historical background and foundational factors for the Individuals with Disabilities Education Improvement Act, IDEA 2004.
2. Identify major special education court cases, the significance, and effects of their rulings.
3. Identify the historical and legal basis for special education programs and services.
4. Demonstrate a thorough knowledge of the provisions of IDEA 2004 and the Infants and Toddlers Act; distinguish among IDEA 2004, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).
5. Interpret and apply federal and state regulations related to the above mentioned laws.
6. Demonstrate a working knowledge of the fiscal requirements and management of special education programs at the district levels.
7. Identify the major areas of responsibility, statewide, of the directors of special education in Kentucky.

These student learning outcomes align with CEC Standards 1, 9, and 10.

E. Course Outline

This schedule is subject to change regarding topics covered, class reading/preparation and assignment DUE dates (i.e., assignment due date may be moved to LATER than original due date; assignments will NEVER be due EARLIER than original due date) depending on amount of time needed to thoroughly cover and/or complete each topic and activity.

Date	Topic	Readings	Assignments
Aug. 27	Course Overview and Requirements; Basics of the Law	Ch. 1	
Sept. 3	History of Special Education Law	Ch. 4	Session Activity #1 (See Blackboard)
Sept. 10	Section 504 and ADA	Ch. 6 & 7	Simulation #1
Sept. 17	No Child Left Behind	Ch. 8	Session Activity #2 (See Blackboard)
Sept. 24	FAPE/LRE	Ch. 9 & 12; 707 KAR 1:290 & 1:350	Session Activity #3 (See Blackboard)
Oct. 1	Evaluation & Eligibility	Ch. 10; 707 KAR 1:300 & 1:310	Simulation #2
Oct. 8	Cases of Historical Importance	See Blackboard	Case Summaries/Online Debate
Oct. 15	Exam #1		
Oct. 23	IEPS	Ch. 11; 707 KAR 1:1320 & 1: 370	Session Activity #4 (See Blackboard)
Oct. 30	Procedural Safeguards	Ch. 13; 707 KAR 1:340	Session Activity #5 (See Blackboard)
Nov. 5	Discipline	Ch. 14	Simulation #3
Nov. 12	Infants and Toddlers; Preschool Education		
Nov. 19	Budgeting and Finance Basics		Interview Report
Nov. 26	THANKSGIVING BREAK		
Dec. 3	Exam #2		
Dec. 10	Finals		Professional Development Module

F. Course Requirements

- a. Read all assigned material including course text, handouts, and other assigned readings.
- b. Pass two (2) scheduled examinations.
- c. Attend required class meeting and participate in class discussions.
- d. Submit three (3) simulation activities.

- e. Submit five (5) session activities.
- f. Develop a professional development module.
- g. Interview a Director of Special Education.
- h. Submit four (4) summaries of cases of historical importance and debate cases in a group format.

Interview of a Director of Special Education

Design a series of interview questions to ask a Director of Special Education, it is expected that your questions will cover many of the due process topics/issues that we have discussed in class. Schedule a time to meet with the director of your choice to conduct your interview, and have the Director of Special Education sign the bottom of your interview questions. Compile your interview into narrative form. Please be sure to not just restate your interview questions, but reflect upon them as well.

Case Summaries and Debate

The instructor will assign four cases of significant historical influence to the class to be read and reviewed by the student. The student will prepare an individual summary of the main points of the case, and then their reactions to the case itself. Two of these case summaries will be used as a class activity by dividing the class into opposing sides, and having one group of students defend the side of the parents, and one side defend the side of the school district.

Professional Development Module

Develop a module that you would use to train school personnel on IDEA 2004 and the new Kentucky Administrative Regulations. The module should include both online and face-to-face presentation options, application exercises, and follow-up plans. See Blackboard for more detailed information including a scoring rubric.

G. Additional Requirements for Graduate Students: Not applicable.

H. Evaluation Method(s) and Relative Weight of Each Course Requirement

Interview Report	25 points
Case Summaries/Debate	50 points
5 Session Activities @ 10 points each	50 points
3 Simulations @ 25 points each	75 points
Professional Development Module	100 points
2 Written Exams @ 100 points each	200 points
TOTAL	500 points

All written work must be submitted in Standard English. Written assignments will be objectively graded. In grading assignments, comprehensiveness, professional writing style, accuracy, and appropriate use of terminology will be evaluated.

Final grades will be computed according to the following scale:

100% – 90 % = A

89% – 80 % = B

79% – 70 % = C

69% or below = F

NOTE: Incomplete grades will be negotiated only in the case of extreme emergency.

I. Student Progress: Student progress will be posted in Blackboard. Assignments will be returned to students in a timely manner.

J. Attendance Policy: Students must be present for all sessions. All assignments must be completed by the date given on the class schedule, unless instructor's permission is obtained before the due date. Two unexcused absences result in course grade being lowered one letter grade. More than 4 absences result in an "F". Unexcused late entry and early departure from class sessions will be counted as absences.

K. Notification of the Last Day to Drop the Course: The last day to withdraw from this class is October 31, 2008.

L. Disabilities Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms. See note 2 below

M. Academic Integrity Statement: Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Revised Fall 2008
Dr. Kristina Krampe

Course P/N	Course Title
SED 810	Special Education Statutes, Regulations, and Case Law

CONCEPTUAL FRAMEWORK ELEMENTS
CF1: Knowledge - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.
CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A, KA1	K	K	A, KA 2c	K, A, KA

TEACHER STANDARDS (2008)
STANDARD 1: The teacher demonstrates applied content knowledge
STANDARD 2: The teacher designs and plans instruction
STANDARD 3: The teacher creates and maintains learning climate
STANDARD 4: The teacher implements and manages instruction

STANDARD 5: The teacher assesses and communicates learning results
STANDARD 6: The teacher demonstrates the implementation of technology
STANDARD 7: Reflects on and evaluates teaching and learning
STANDARD 8: Collaborates with colleagues/parents/others
STANDARD 9: Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

Kentucky Teacher Standards – Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A, KA 6	-	-	-	-	A, KA 2c	-	K	A, KA6	A, KA 6

EKU GOALS
EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
EKU-G 3. To promote learning through high quality programs, research, and support services.
EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
X	-	X	X	-

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content

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EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
Diversity	Technology	Literacy	Code of Ethics	Leadership
K	A, KA 2c	-	K	K, A, KA6

SPA

Council for Exceptional Children
Standard 1: Foundation
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practices
Standard 10: Collaboration