



**HARDING UNIVERSITY COLLEGE OF EDUCATION
SPED 677**

SPECIAL EDUCATION LAW

**3 hours credit – Spring 2002 – Saturdays NLRPC (8:00 a.m. – 4:00 p.m.)
January 19, February 16, March 9, April 20, April 27**

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(by appointment)

Course Description and Purpose:

This course equips professional educators with knowledge about the legal environment surrounding schools in the area of special education. It introduces the American legal system and case law, statutes, and regulations that specifically relate to special education. Special attention is given to applications of laws and regulations in Arkansas. Following standards of CEC, ISLLC, and ACSA, this course provides opportunities for students to explore issues through cases, simulations, and hypotheticals using a multidisciplinary team approach.

Required Texts:

Arkansas Department of Education (2000). *Rules and regulations governing special education and related services: Procedural requirements and program standards*. (Available on-line at: http://arkedu.state.ar.us/special_education/2sped_changes.htm)

Huefner, D.S. (2000). *Getting comfortable with special education law: A framework for working with children with disabilities*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Wright, P. & Wright, P.D. (1999). *Wrightslaw: Special education law*. Harbor House Law Press.

Performance Goals:

Evidence of student performance will be that the student can:

1. Access cases using traditional and electronic methods and to analyze cases to determine their parts, decisions, reasons and bearings upon education.
2. Prepare case briefs.
3. Apply knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education. (ELCC 11.1; ISLLC 5,6)
4. Analyze case scenarios and formulate possible solutions with respect to legal, policy, and social contexts taking into consideration moral and ethical implications of policy options and political strategies in areas related to special education, without regard to culture, religion, gender, and sexual orientation of individual students. (ELCC 1.3; ELCC 11.5; CEC CC.1.S2; CEC CC.8.S2; ISLLC 2, 5,6)
5. Articulate a personal philosophy of special education including its relationship to/with regular education. (CEC CC.1.S1; ISLLC 1)
6. Articulate legal provisions, regulations, and program standards regarding assessment of individuals as well as comply with federal, state, and local monitoring and evaluation requirements. (CEC CC.3.K3; CEC CC.8.S7; ISLLC 6)
7. Analyze IEP's and related procedures and determine whether they comply with current law and regulations. (ISLLC 6)
8. Manifest a professional code of ethics and values with an awareness of personal biases and differences that may affect one's teaching or administering programs. (ELCC 1.7; CEC CC.7.K5; CEC CC.8.K1; CEC CC.8.S8; ISLLC 5)

Assignments and Assessment:

To accomplish the goals of this course, you will be asked to successfully complete the following course requirements. Because this is a five (5) Saturday course, you will not have to complete a research paper. However, each assignment requires rigorous preparation and effort. Do not wait until the last minute to begin!

Assignments and Possible Points:

1. Complete two exams

Midterm 100 points

Final 100 points

2. Participate in drafting "an answer" to a solicited question about special education law with a group. (100 points)

Grade will be computed by dividing the total number of points accumulated by the total possible.

Attendance Policy:

Attendance in this class is essential for its success not only for each student but also for the class as a whole. You should *plan* on attending each class unless prevented by circumstances beyond their control. Unexcused absences are not permitted. You should notify the instructor personally or by telephone *prior to being absent from class* regardless of the reason for the absence. Class will begin on time. If you are tardy to class lectures, please check with the instructor to be sure you have not been marked absent.

For attending class and being on time, a student will receive five (5) bonus points. If you are late/tardy, one (1) bonus point will be deducted per hour beginning with the first hour missed.

Students that are absent will be assigned out of class work that is equivalent to the class time missed – as determined by the instructor. Students with unexcused absences of more than three (50 minute class periods) are subject to being dropped from the class.

Missed Assignment Policy:

Each assignment is due in class on the date indicated. Assignments will be due when asked for by the professor. Late assignments will receive a zero, “0”. Example: If you are late to class when the professor asks for your assignment, you will receive a zero, “0”.

Academic Honesty Policy:

You are encouraged to maintain personal integrity on all assignments. Violations of integrity (cheating, plagiarism, etc.) will be treated as behavioral, not academic situations. Tests and assignments affected will not be graded.

STUDENTS WITH DISABILITIES: *It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Student Support Services at the beginning of the semester. SSS is located in Room 109 of the Lee Academic Center, telephone 279-4028.*

Graduate Students: You should be aware that this course might be included in the written comprehensive examination that is required to complete your master's degree.

Proposed Schedule
SPED 677
Saturdays

January 19 - Overview of Course
(7) - Acronyms
Chapter 1
Chapter 3
Chapter 5
Chapter 6
Chapter 7

504

February 16 - (7) Acronyms
Chapter 8
Chapter 9
Chapter 2
Chapter 10
Chapter 11

March 9 - (7) Acronyms
Chapter 12
Chapter 13
Chapter 14
Chapter 15
Chapter 16

IDEA

April 20 - (7) Acronyms
Chapter 17
Chapter 18
Chapter 19
Chapter 20

April 27 - Chapter 4
Final