



**Virtual Campus – Summer 2009
May 26 – August 8**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDSP 3305 – Trends, Issues, Policies & Procedures

CLASS TIME: Virtual Campus

TERM AND DATES: Summer (May 26 – August 8, 2009)

INSTRUCTOR'S NAME: Dr. Jo Beth DeSoto
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OFFICE HOURS: (Monday through Thursday: 8:00 – 10:00 a.m.; and 11:00 a.m. – 12:00 noon)

CATALOG COURSE DESCRIPTION: This course will research and explore Special Education Law and how it impacts the operation of schools today. Case law will reveal probable areas of concern as students in this course delve into the Special Education Code of Ethics. Law terminology will be memorized and applied to the multiple levels of special education.

PREREQUISITES: EDUC 3304

REQUIRED RESOURCE MATERIALS:

Student Textbook(s)

- a. Murdick, N., & Gartin, B. (2007). *Special education law*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 0131175718.
- b. Access to WBU Learning Resources www.wbu.edu/lrc; John Elliott, email: elliottj@wbu.edu

COURSE OUTLINE: (see as the final section)

COURSE REQUIREMENTS: I place great value on professionalism. Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your field experiences. This component will be evaluated based upon my perspective, the Teacher Education Code of Conduct, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

1. Court Case Analyses – 4 @ 50 points each = 200

2. Chapter Discussion Questions – 12 x 50	=	600
3. Special Education Code of Ethics Project	=	400
4. Law Terminology Exams – 2 @ 100 points each	=	200
TOTAL POSSIBLE POINTS =		1400

1400	-	1260	=	A
1259	-	1120	=	B
1119	-	980	=	C
979	-	840	=	D
Less than 839			=	F

STUDENT LEARNING OUTCOMES:

Standard II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The beginning special education teacher knows and understands:

- 2.1k standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;
- 2.2k personal cultural biases and differences that may affect one's teaching;
- 2.3k consumer and professional organizations, publications, and journals relevant to individuals with disabilities;
- 2.4k liability issues related to working with individuals with disabilities;
- 2.5k how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.

The beginning special education teacher is able to:

- 2.1s practice within the standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;
- 2.2s promotes and maintain a high level of competence and integrity in the practice of the profession;
- 2.3s demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;
- 2.4s respect the culture, gender, and personal beliefs of individual students and families;
- 2.5s exercise objective professional judgment in the practice of the profession;
- 2.6s participate in professional activities and organizations that increase skills and benefit individuals with disabilities, their parents/guardians, and colleagues;
- 2.7s comply with local, state, and federal monitoring and evaluation requirements;
- 2.8s use copyrighted educational materials in an ethical manner;
- 2.9s safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);
- 2.10s participate effectively in the identification, diagnosis, placement, and ongoing service of students with disabilities; and
- 2.11s demonstrate advocacy skills and competencies needed to support educational services delivered to students in the least restrictive environment and in the community.

Standard III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

The beginning special education teacher knows and understands:

- 3.4k the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies;
- 3.6k ethical practices for confidential communication about individuals with disabilities.

Student Learning Outcomes:

1. The student will summarize and re-phrase specific sections from the Code of Ethics (CEC) as they relate to Special Education.
 - a. **Court Case Analyses**
 - b. **Special Education Code of Ethics Project**
2. The student will locate local, state, and federal law and outline the specific requirements for each of the various levels of the law and how they apply to Special Education.
 - a. **Court Case Analyses**
 - b. **Law Terminology Exams**
3. The student will analyze the impact of confidentiality and how this applies to Special Education.

- a. **Court Case Analyses**
- b. **Special Education Code of Ethics Project**

ATTENDANCE POLICY:

1. **Campus Attendance Policy:** The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. **Instructor’s Additional Policies:** Three times arriving late will equal one absence, or three times leaving class early will equal one absence. (Arrival more than five minutes late or departure more than five minutes early will be deemed a late arrival/leave early.) Student must call [(806) 291-1051] or email [desotoj@wbu.edu] the professor prior to class period when he/she will not be in attendance.

METHODS OF INSTRUCTION: The delivery system for the course will consist of face-to-face instruction supplemented by Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course because each student will construct an individualized Unit for future use in the classroom.

EVALUATION: University Grading System:

A	90-100	Cr	for Credit
B	80-89	NCR	No Credit
C	70-70	I	Incomplete*
D	60-69	W	for withdrawal
F	below 60	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No grade given
		IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

COURSE GRADING CRITERIA: All assignments are due as noted on course calendar unless otherwise announced in class. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days. If a student missed class the day an assignment is due, he or she must still turn in the assignment no later than the regular class meeting time to receive possible full credit for the assignment.

Court Case Analyses	4 @ 50 ea.	200
Special Ed. Code of Ethics Proj.	1	400
Sped. Law Terminology Exams	2 @ 100 ea.	200
Chapter Discussion Questions	12 @ 50 ea.	600
	Total Points	1400

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

PERSONS WITH DISABILITIES: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING TIMES, DATES AND ASSIGNMENTS: Class is offered on-line via the Virtual Campus.

EDSP 3305 – (Virtual Campus) Tentative Course Outline I reserve the right to amend the tentative course outline as needed during the course.			
Date/Week	Classwork	Reading Assignment	Products Due Next Session
May 26	Introduction – Syllabus	Read Ch. 1 & 2 *Answer Ch. 1 & 2 Questions & Submit	*Choose Court Case #1 to Analyze
June 2	<i>The Bases for Special Education: Historical Overview of Special Education</i> <i>A New Foundation for Special Education Services</i>	Read Ch. 3 & 4 *Answer Ch. 3 & 4 Questions & submit	
June 9	<i>Six Basic Principles of Special Education Legislation: Free Appropriate Public Education</i> <i>Nondiscriminatory Evaluation</i>	Read Ch. 5 *Answer Ch. 5 Questions & submit *Turn in Court Case Analysis #1	*Choose Court Case #2 to Analyze
June 16	<i>Program Development</i>	Read Ch. 6 Answer Ch. 6 Questions & submit	

June 23	<i>Least Restrictive Environment</i>	*Turn in Court Case Analysis #2	*Choose Court Case #3 to Analyze *Begin working on Special Education Code of Ethics Project *Study for Mid-Term
June 30	<u>Law Terminology Test # 1 – Mid-Term</u>	Read Ch. 7 *Answer Ch. 7 Questions & submit	
July 7	<i>Procedural Due Process</i>	Read Ch. 8 *Answer Ch. 8 Questions & Submit	*Continue working on Special Education Code of Ethics Project
July 14	<i>Parental Participation</i>	Read Ch. 9 *Answer Ch. 9 Questions & Submit	
July 21	<i>Enforcement of Special Education Law</i>	Read Ch. 10 *Answer Ch. 10 Questions & submit *Turn in Court Case Analysis #3	
July 28	<i>Discipline Issues</i>	Read Ch. 11 & 12 *Answer Ch. 11 & 12 Questions & Submit	*Choose Court Case #4 to Analyze
Aug 4	<i>Mediation & Impartial Due Process Ethics and the Special Education Professional</i>	*Turn in Court Case Analysis #4	*Complete work on Special Education Code of Ethics Project *Study for Final Exam
Aug 8	<i>Turn In Code of Ethics Project</i> <u>LAW TERMINOLOGY TEST #2- Final</u>		