

**Central Washington University  
The Center for Teaching and Learning  
Special Education**

1. **EDSE 512: Educational Rights of Individuals with Disabilities**  
**Course Materials:**  
 Text: Yell, Mitchell L. (2006). The Law and Special Education (2<sup>nd</sup> Ed.). Columbus, Ohio: Merrill.
  
2. **Course Description: EDSE 512.** Designed to prepare graduate students to use legal decisions to assist individuals with disabilities, and their families, in creating an appropriate educational environment. Judicial, legislative and regulatory legal information will be discussed. Prerequisite, EDSE 501 or permission of instructor.
  
3. **Course Rationale:** The purposes of this course are consistent with Central Washington University's mission, "by teaching we learn," the Center's and Departments's missions, "facilitating the learning for a diverse world," and the Council for Exceptional Children's mission of "celebrating serving exceptional children." The course, using the constructivist model of learning, is designed to acquaint participants with Special Education legal issues and concets. Consistent with WAC 180-78A-165 and with the objectives of the Department of Teacher Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes listed below.
  
4. **Specific Learner Outcomes:** The student will:
  - 1) **WA-COMP.SE.K1.11** The legal, judicial, and educational systems to assist individuals with disabilities.
  - 2) **WA-COMP.SE.K1.12** Laws and policies related to provision of specialized health care in educational settings.
  - 3) **WA-COMP.SE.K1.15** Federal and state legislation that affects children, families, and programs for young children (IDEA Part B, C, 619, ADA, ESA)
  - 4) **WA-COMP.SE.K1.2** Washington Administrative Code for Special Education
  - 5) **WA-COMP.SE.K1.5** Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services.
  - 6) **WA-COMP.SE.K1.6** Rights and responsibilities related to disabilities.
  - 7) **WA-COMP.SE.K4.2** Legal provisions and ethical principles regarding assessment of individuals.
  - 8) **WA-COMP.SE.K4.3** Childfind screening, pre-referral, referral, and eligibility procedures.
  
  - 9) **WA-COMP.SE.K7.1** Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, and aversive therapy.
  - 10) **WA-COMP.SE.K8.5** Laws, policies/regulations, and ethical principles related to confidentiality.
  - 11) **WA-COMP.SE.S1.2** Use WAC as source document for design and implementation of special education and related services.
  - 12) **CTL 1.1** Candidates demonstrate subject matter knowledge in areas of endorsement.
  - 13) **CTL 1.2** Candidates demonstrate a thorough understanding of pedagogical content knowledge.

14. **CTL 1.3** Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills.

**5. Course Topics:**

The following topics will allow students access to information in order to create and complete activities that reflect their individual needs and situations.

- A. Legal Research
- B. History of Special Education
- C. Individuals with Disabilities Education Act
- D. Section 504 of the 1973 Rehabilitation Act
- E. Americans with Disabilities Act
- F. Free Appropriate Public Education
- G. The Individualized Education Program
- H. Related Services
- I. Assessment
- J. Least Restrictive Environment
- K. Procedural Safeguards
- L. Remedies
- M. Discipline
- N. Additional Legal Issues

**6. Instructional Methods and Activities:**

Instruction in this course may consist of direct instruction, lectures, demonstrations, class discussion, class group work, and class activities, both in and out of class. There may also be test practice exercises and competency demonstrations.

**7. Assessment:**

**Performance Indicators-** Students will participate in the following activities:

- 1.) Topic Summaries (Student Outcomes 1-12). Summaries must include all important information outlined through class discussions (see summary criteria)
- 2.) Court Case Summaries (Student Outcomes 1-12). Summaries must include all important information discussed in class (see summary criteria).
- 3.) Implementation Plans (Student Outcomes 1-12). Must include pre-referral, referral, IEP and discipline processes (see plan criteria).
- 4.) Topic questions (Student Outcomes 1-12). (see criteria)

**CWU Grading Statement**

A "C" grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above "C" are used for those students who have demonstrated some degree of superiority. The highest grade, "A", is reserved for those students who have

excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A". The "D" grade is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

**Grading:** all activities listed must be completed/submitted in order to satisfactorily complete the course. Points will be awarded for completion of the activities of this course as follows:

Topic Summaries: ( 11x25 + 5)	280 points
Court Summaries: (11x35)	385 points
Implementation Plans:	125 points
Topic Questions: (11x5)	60 points
Professionalism:	15 points
Total:	865 points

<b>865-860</b>	<b>A</b>
<b>859-854</b>	<b>A-</b>
<b>853-848</b>	<b>B+</b>
<b>847-842</b>	<b>B</b>
<b>841-836</b>	<b>B-</b>
<b>835-830</b>	<b>C+</b>
<b>829-824</b>	<b>C</b>

According the CWU catalog:

The highest grade, "A", is reserved for those students who have excelled in every phase of the course.

The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A."

A "C" grade indicates that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. (The grades above "C" are used for those students who have demonstrated some degree of superiority.)

The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner.

The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

8. **Class Policies:**

- 1) **Text Reading.** Students are expected to read the text chapters according to the schedule and prior to coming to class as there will be unannounced in-class activities relating to the chapters.
- 2) **Professionalism:** One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments; submitting assignments on time; being on time and ready to participate; and submitting neat, accurate, and well prepared materials. (Typewritten assignments are required. Neatly handwritten assignments are acceptable when indicated by the instructor.) Professionalism also means involvement. Involvement includes, but is not limited to, active participation in involvement in discussions, sharing ideas, and respecting others whose ideas differ from one's own.
- 3) **Attendance:** Class attendance is mandatory and roll will be taken at each class session. Any absences beyond the first class will result in the loss of professional points. There may be times when you will need to be absent from class. All emergency absences should be reported through the Office of Student Affairs.
- 4) **Special Notes:**
  - a. Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible.
  - b. Incompletes will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.
  - c. It is possible to forfeit points from the total earned on an assignment for misspellings, improper grammar, poor sentence structure, cross-outs, strike-overs, and so on. Suggestion: have someone proof your assignment before submitting it.
  - d. The instructor reserves the right to make decisions about individual student competence based on demonstrated student outcomes and professional judgment of the student's performance in all aspects of the course.

9. **Bibliography:**

**Contemporary References**

Osborne, A., & Russo, J. (2006). *Special education and the law*. California, Corwin Press.

Weishaar, M. (2007). *Case studies in special education law*. Ohio, Pearson.