Lincoln University of PA Graduate Education Programs
Course Syllabus

EDU_____.21 Special Education Law

Professor: ________________________
Department: Education
Semester: ________________________
Course Title: Special Education Law
Course No.: EDU _______
Meeting Day & Hours: ________________________
Room No. ________________________
Office hours: ________________________
Phone: ________________________
E-mail: ________________________

Prerequisites
The following courses must be completed before enrolling in this course:
ED614: Foundations of Special Education
ED622: Inclusion of Special Needs Children in the Regular Classroom

Course Description
Students will gain a greater understanding of both federal and state special education laws including Section 504 of the Rehabilitation Act of 1973, No Child Left Behind Act (NCLB), Individuals with Disabilities Education Improvement Act (IDEIA 2004), and the Family Educational Rights and Privacy Act (FERPA). Emphasis will be placed on turning educational and legal theory into practice through the use of educator workshops. Students will review the most current cases and trends in special education law, analyze cases, and learn how to research both statutory and case law.

Course Objectives
Upon successful completion of the course, the student will:
1. understand the role of the federal government and federal courts in the law and administration of special education
2. become familiar with the landmark decisions of the United States Supreme Court and the federal appellate courts and the impact of these decisions on the law and administration of special education
3. develop an understanding of the judicial and appellate process at the federal and state levels and how that relates to special education law
4. develop the ability to read a court decision and brief it in order to demonstrate an understanding of its implications for special education
5. acquire an understanding of legal terminology and procedure as it relates to special education law
6. acquire an understanding of the use of technology as a means of compliance with the mandates of the IDEA and Section 504 of the Rehabilitation Act of 1973 in the delivery of
educational services to students with disabilities

**Required Textbook**

**Course Requirements Aligned with Standards**

<table>
<thead>
<tr>
<th>Lincoln University Student Learning Outcomes</th>
<th>Council for Exceptional Children (CEC) Standards</th>
<th>PDE Special Education Standards</th>
<th>CEC Accreditation Assessment</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CEC 5: Learning Environment and Social Interactions</td>
<td>PDE II: Cognition and Development of Student Disabilities</td>
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<td></td>
<td>CEC 7: Instructional Planning</td>
<td></td>
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<tr>
<td>SLO 2: Subject Matter Content and Pedagogy</td>
<td>CEC 4: Instructional Strategies</td>
<td>PDE I: Foundations</td>
<td>F - Weekly Quizzes</td>
<td></td>
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<tr>
<td></td>
<td>CEC 6: Managing Student Behavior and Social Interaction</td>
<td>PDE V: Inclusion in the Least Restrictive Environment</td>
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<tr>
<td></td>
<td>PDE VIII: Transition</td>
<td></td>
<td>F - Online Activities applying knowledge</td>
<td></td>
</tr>
<tr>
<td>SLO 3: Assessment</td>
<td>CEC 8: Assessment</td>
<td>PDE III: Assessment</td>
<td>F – Evaluate 2 Court Case</td>
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<tr>
<td>SLO 5: Professionalism</td>
<td>CEC 9: Professional and Ethical Practice</td>
<td>PDE VI: Professional and Ethical Practice</td>
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<tr>
<td>SLO 6: Inclusion and ELL</td>
<td>CEC 1: Foundations</td>
<td>PDE V: Inclusion in the Least Restrictive Environment</td>
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<td></td>
<td>CEC 2: Development and Characteristics of Learners</td>
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<td></td>
<td>CEC 3: Individual Learning Differences</td>
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<tr>
<td></td>
<td>CEC 6: Managing Students Behavior and Social Interactions</td>
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</tbody>
</table>

**Assignments & Due dates**


Below is the summary of assignments and points

<table>
<thead>
<tr>
<th>No.</th>
<th>Assignment(s)</th>
<th>Due Dates</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attendance and Participation in Class and Online</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Online Activities (6) 5 pts each</td>
<td>Weekly</td>
<td>30</td>
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<tr>
<td>3.</td>
<td>Group Workshop on Law</td>
<td>TBA</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>Quizzes (6) 5 pts each</td>
<td>TBA</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Course Delivery System**

This is a hybrid course combines class attendance and with online activities. Formal class will not be held every week.

All students should have the following:

a. Access to computer
b. Good internet connection at home
c. Basic computer skills to communicate via listservs, email and online learning systems.

**Grading System**

Grades will be assigned on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 95</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>89.99 - 90</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84.99 - 80</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 - 79.99</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>69.99 - 65</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>65 - 64.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>74.99 - 70</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>70 - 64.99</td>
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<tr>
<td></td>
<td>Less than 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**Tentative Class Schedule and Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | **Class:** Introduction  
          Syllabus  
          D2L: Online Learning System |                  |
| 2    | **Class:**  
          Chapter 1  
          Introduction to the American Legal System  
          Chapter 2  
          Legal Research in the law library and on the internet  
          Chapter 3  
          The History of Law and Children with Disabilities | Lecture  
          Group Work |
| 3    | **Online:**  
          Quiz #1 (Chapters 1 & 2)  
          Reading:                  |                  |
<table>
<thead>
<tr>
<th>Class</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
</table>
| IFSP Workshop| Procedural Safeguard List                     | Chapter 4  
The Individuals with Disabilities Education Act  
Chapter 5  
Section 504 of the Rehabilitation Act of 1973  
Activity: a. Procedural Safeguard List |
| Quiz Review  | Procedural Safeguards  
Discussion: Workshop |
| Online: Quiz #2 (Chapters 4 & 5) | Readings:  
Chapter 6  
The Americans with Disabilities Act  
Chapter 7  
The Elementary and Secondary Education Act  
Activity: Court Case Summaries |
| Eligibility Workshop |                                | Chapter 6  
The Americans with Disabilities Act  
Chapter 7  
The Elementary and Secondary Education Act  
Activity: Court Case Summaries |
| Online: Quiz #3 (Chapters 6 & 7) | Readings:  
Chapter 8  
Free Appropriate Public Education  
Chapter 9  
Related Services  
Activity: Law Comparison |
| ITP Workshop |                                | Chapter 10  
Identification, Assessment, and Evaluation  
Chapter 11  
The Individualized Education Program  
Activity: Liability in Schools |
| Online: Quiz #4 (Chapters 8 & 9) | Readings:  
Chapter 10  
Identification, Assessment, and Evaluation  
Chapter 11  
The Individualized Education Program  
Activity: Liability in Schools |
| Behavior Management Workshop |                                | Chapter 10  
Identification, Assessment, and Evaluation  
Chapter 11  
The Individualized Education Program  
Activity: Liability in Schools |
| Online: Quiz #4 (Chapters 8 & 9) | Readings:  
Chapter 10  
Identification, Assessment, and Evaluation  
Chapter 11  
The Individualized Education Program  
Activity: Liability in Schools |
| Behavior and Manifest Determination Workshop |                                | Chapter 10  
Identification, Assessment, and Evaluation  
Chapter 11  
The Individualized Education Program  
Activity: Liability in Schools |
### Class Attendance and Participation.

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that here is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

For the control of absences, the faculty adopted the following regulations:

a. Two absences may result in an automatic failure in the course.

b. Three tardy arrivals may be counted as one absence.

c. Absences will be counted starting with whatever day is specified by the instructor but not later than the deadline for adding or dropping courses.

d. In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes to the Vice President for Student Affairs and Enrollment Management. However, in such cases the student is responsible for all work missed during those absences.
e. Departments offering courses with less than full-course credit will develop and submit to the Vice President for Student Affairs and Enrollment Management a class attendance policy in keeping with the above.

**Students with Disabilities Statement**
Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is a natural extension of the University’s goal.

**University Academic Integrity Statement**
Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor’s instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.