

Course Syllabus
 Department of Educational Psychology and Special Services
 College of Education, University of Texas at El Paso



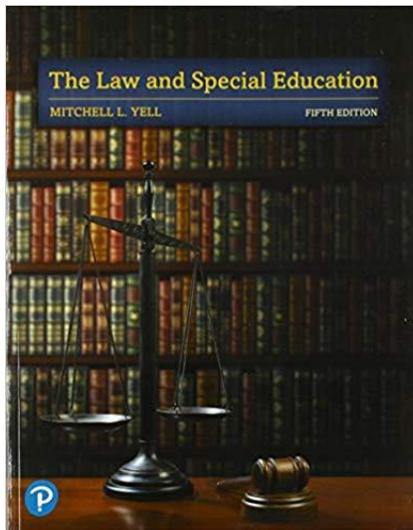
I.	Course Number	SPED 5320
II.	Title	Special Education Historical and Legal Basis
III.	Credits	3 credit hours
IV.	Semester	Spring 2020
V.	Instructor	Kristopher Yeager, Ph.D.
VI.	Phone/Email	(971) 678-7512 (cell) khyeager@utep.edu
VII.	Class Location and Time	Online only
VIII.	Office Hours	All by email, phone, or video conference. By appointment only
IX.	Prerequisites	SPED or DIAG major, or with approval
X.	Course Description	This course emphasizes the historical and legal issues pertaining to special education with specific attention paid to the evolution of federal law, policy, and litigation and its influence on the experiences and outcomes of students with disabilities in public school settings.
XI.	Course Outcomes	<p>Outcome 1: Students will be able to describe the federal laws that govern the education of students with disabilities and discuss the impact these laws have on educational outcomes.</p> <p>Outcome 2: Students will be able to identify and describe the legal requirements for the identification, evaluation, determination of eligibility, and assessment procedures for students with disabilities.</p> <p>Outcome 3: Students will be able to describe the collaborative process of developing an individualized education program (IEP) and be able to discuss the rights and responsibilities of parents of children with disabilities during this process.</p> <p>Outcome 4: Students will be able to interpret federal requirements related to the education of students with disabilities to address current issues within public school environments.</p>
XII.	Council for Exceptional Children (CEC) Advanced Professional Content, Knowledge, and Skill Sets	Advanced Standard # 1: Leadership and Policy: Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership.

	<p>Advanced Standard #3: Research and Inquiry: Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education.</p> <p>Advanced Standard #4: Individual and Program Evaluation: Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessments and evaluation, along with skills in the implementation of evidence-based practices in assessment.</p> <p>Advanced Standard #5: Professional Development and Ethical Practice: Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues.</p> <p>Advanced Standard #6: Collaboration: Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs.</p>
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XIII. Required Materials

Textbook

Yell, M. L. (ed.). (2019). *The law and special education* (5th ed.). New York, NY: Pearson.



Articles

Dunn, M. E., Katsiyannis, A., & Ryan, J. B. (2018). Charter schools and students with disabilities: Legal and practice considerations. *Intervention in School and Clinic*, 53, 252-255.

Hsiao, Y., Higgins, K., & Diamond, L. (2018). Parent empowerment: Respecting their voices. *TEACHING*

Exceptional Children, 51, 43-53.

- Knudsen, M. E., & Bethune, K. S. (2018). Manifestation determinations: An interdisciplinary guide to best practices. *TEACHING Exceptional Children*, 50, 153-160.
- Miller, R. D., & Katsiyannis, A. (2014). Students with limited English proficiency: Legal considerations. *Intervention in School and Clinic*, 50, 121-124.
- Prince, A. M., Plotner, A. J., & Yell, M. L. (2014). Postsecondary transition and the courts: An update. *Journal of Disability Policy Studies*, 25, 41-47.
- Prince, A. M., Yell, M. L., & Katsiyannis, A. (2018). Endrew F. v. Douglas County School District (2017): The U.S. supreme court and special education. *Intervention in School and Clinic*, 53, 321-324.
- Whitby, P. J., Marx, T., McIntire, J., & Wienke, W. (2013). Advocating for students with disabilities at the school level: Tips for special educators. *TEACHING Exceptional Children*, 45, 32-39.

Documents

Texas Education Agency (December, 2017). *Special education rules & regulations: Individuals with disabilities education act: State board of education rules: Commissioner's rules: Texas state laws*. Retrieved from http://framework.escl8.net/Documents/Side_by_Side.pdf

XIV. Supplemental (Optional) Materials

Textbooks

- Nielsen, K. E. (2012). *A disability history of the United States*. Boston, MA: Beacon Press.
- Shapiro, J. P. (1994). *No pity: People with disabilities forging a new civil rights movement*. New York, NY: Broadway Books.
- Skrtic, T. M., Harris, K. R., & Shriner, J. G. (2005). *Special education policy and practice: Accountability, instruction, and social change*. Denver, CO: Love Publishing.
- Turnbull, H. R., & Turnbull, A. P. (1998). *Free appropriate public education: The law and children with disabilities* (5th ed.). Denver, CO: Love Publishing.

Websites, & Organizations

- Americans with Disabilities Act (ADA): <https://www.ada.gov/>
- Every Student Succeeds Act (ESSA): <http://www.ed.gov/essa>
- Individuals with Disabilities Education Act: <https://www.parentcenterhub.org/idea/>
- Office of Special Education and Rehabilitative Services (OSERS): <https://www2.ed.gov/about/offices/list/osers/index.html>
- U.S. Department of Education: <http://www.ed.gov/index.html>
- Parent Center: <https://www.parentcenterhub.org>
- Partnerships for Action, Voices for Empowerment (PAVE): <https://wapave.org/>
- National Consortium on Leadership and Disability for Youth (NCLD/Y) <http://nclid-youth.info/index.php?id=19>

XV. Grading Scale

Percentage	Grade
90-100	A
80-89.5	B
70-79.5	C
60-69.5	D
0-59.5	F

XVI. Learning Opportunities

reviewing materials at any time. The discussion leaders will post their 10 discussion questions by Thursdays at 11:59 pm. Students will have from Friday to Sunday at 11:59 pm to post their responses to each of the 10 questions. Each response will be worth 1 point. These will be graded for accuracy and clarity. Throughout your responses, you must cite each material at least once. The questions will be posed at different depth of knowledge (DOK) levels. For DOK-1 and 2 questions, your responses can be only one sentence. For DOK-3 questions, your responses should be about a paragraph. For the DOK-4 questions, your responses will vary depending on the depth of the extended learning question or activity. Make sure to answer all components of the question.

Discussion Checklist

Date	Topic	Facilitators	10 Questions
2/22	Accessibility and Advocacy	Gabriela & Brittney	
3/14	Language and Culture in Evaluation	Kimberly D. & Karina	
3/28	IEP Meetings	Rebecca & Estefania	
4/4	Inclusion in School and Work	Miguel & Raquel	
4/18	Public, Private, and Charter	Estela & Kimberly S.	
5/2	Discipline and Bullying	Siera, Adda, & Sunny	

3. Off-Campus Participation and Reflection Paper (20% of total grade)

Participation: Special education law and policy is ever-changing due to the actions of advocates, leaders, and policymakers. To understand the way that leaders transform the field of special education, students are required to attend at least one off-campus event during the semester. Since most of these activities happen on Saturdays, the timing of this class is a perfect opportunity. Students will be asked to volunteer at the Youth Leadership Forum (YLF) either in the morning or in the afternoon on Saturday, February 15th and the Children's Disabilities Information Coalition (CDIC) symposia on Saturday, March 7th in lieu of traditional class. At these events, students should check in with their instructor at the beginning and end of their session. Students also need to complete all required tasks given to them by the event organizers.

Reflection: While participating in the event(s), students should reflect on the themes and topics of the event and how they connect to the issues the course is covering related to the history and laws of special education. Afterwards, students will write a 3- to 5-page (12pt, double spaced) paper to be submitted on Blackboard reflecting on their experience and connecting the event to what they learned from course materials. Papers will be graded for (a) clarity, (b) personal and analytical reflections, and (c) at connections to course materials.

Extra-Credit Opportunity: I understand that these events are longer than our scheduled time together on Saturdays. Therefore, students are **only required to attend and write a paper about one event**. Still, I want to encourage you to attend both. So, students that attend and reflect upon both events will receive 5% in extra credit added to their overall grade.

4. Online Participation, Syntheses, and Individual Exams (50% of total grade)

Participation: To provide opportunities for students to engage with technology and demonstrate their learning in different ways other than just face-to-face, the remainder of the course sessions will be held online. There will be six weeks where students are required to complete online modules that consist of readings, videos, and activities. Students can engage with these activities throughout the week or complete them on the weekend.

Syntheses: On Sundays during online weeks, students will be required to write a synthesis of all the required materials they interacted with. It should be between 300 and 500 words to be submitted on Blackboard. The synthesis must address the guiding questions provided below and make reference to each of the materials (APA format is suggested). A synthesis is not a separate summary of each material. Instead, a synthesis is an analysis of common themes, perspectives, and approaches presented in the materials. Each synthesis will be awarded up to 5% for a total of 25% of your total grade.

Dates for Synthesis	Topic	Guiding Question for Synthesis
2/2	History of Special Education	How have perceptions, laws, and rights of individuals with disabilities changed/not changed over time?
2/9	IDEA and 504	What's the purpose of IDEA and section 504? How are they similar/different?
3/1	FAPE and Educational Benefit	What does a "free" and "appropriate" public education mean? Should schools be held accountable for growth?
4/12	Procedural Safeguards and Due Process	What are the rights of students with disabilities and their families? How can educators be advocates?
4/26	Response to Intervention	What is the purpose of RTI? How can educators ensure that RTI is done properly?

Individual Final Exam: The individual final exam will be due on Thursday, May 7th at 11:59 pm. It will open up after our last class on Saturday, May 2nd at 11:00 am. It will include multiple choice and short answer questions. The exam must be done individually, but it is open-book/open-notes/open-internet. Questions will focus on the major historical events, laws, and court cases discussed in the textbook, course materials, and in class. Students can take as much time as they'd like before the due date to submit. The final exam will be worth 25% of your total grade.

XVII. Policies and Supports

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else's words as your own (i.e., copying) or passing over someone's ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive zero credit. This applies to group assignments, too. If a student does not participate and takes credit for someone else's work, they will not receive credit. In addition, if plagiarism is determined, the instructor is required to report the incident to UTEP's Office of Student Conduct. More information can be found on their website at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Attendance: In-person attendance is important as this class will rely on discussion and group learning. Therefore, class attendance is required. To be courteous, if you have to miss class, please notify the instructor via email (khyeager@utep.edu) before the start of class.

Center for Accommodations and Support Services: For accommodations or support services, contact the Center for Accommodations and Support Services at (915)747-5148. They are located in the Union East, Room 106. For more information, visit their website at www.utep.edu/student-affairs/cass/

Technology: If possible, bring a laptop, tablet, or smart phone to class. We will do a variety of in class activities that require access to the internet. However, please refrain from personal communication during class (i.e., texting) and doing activities unrelated to the course. Make sure to silence devices before class.

Tutoring/Writing Center: For tutoring or support with writing, contact uwctutors@utep.edu or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website www.utep.edu/uwc

XVIII. Course Schedule

*Online: 6 online modules

*On-Campus: 7 classes

*Off-Campus: 1st mandatory, 2nd is optional/ extra credit

Date	Topic	Materials (Readings, Films, Videos, Websites, Modules)	Assignments
1/25/20	On-Campus: Introduction to Course	Reading: Syllabus Guest Speaker: Rick Razo from the Youth Leadership Forum	Sign-up/register for off-campus session(s)
1/27/20- 2/2/20	Online: History of Special Education	Reading: Yell (2019): Chapter 1 & Chapter 3 Film: Unforgotten: 25 Years After Willowbrook (111 minutes; available on UTEP library website from Films on Demand) https://0-fod-infobase-com.lib.utep.edu/p_ViewVideo.aspx?xtid=53106 Website: Disability Rights Movement https://americanhistory.si.edu/disabilityrights/ Video: Special Education Categories https://www.youtube.com/watch?v=cFtg2xub10F&t=73s Module: Perceptions of Disabilities https://iris.peabody.vanderbilt.edu/module/da/	Online Synthesis #1
2/3/20- 2/9/20	Online: IDEA vs. 504	Reading: Yell (2019): Chapter 4 & Chapter 5 Video: The Power of 504 (part 1 and 2) https://www.youtube.com/watch?v=HMC5UuiIQkI & https://www.youtube.com/watch?v=5vOM0-IOrKg Reading: 504 Protests http://disabilityhistory.org/BlackPantherParty_504.html Video: CAP on IDEA https://vimeo.com/channels/550360/19491639 Video: IDEA Basics (IEP vs. 504)	Online Synthesis #2

		https://www.youtube.com/watch?v=sJ2KlmG5OV0&t=8s	
2/15/20	Off-Campus: Youth Leadership Forum EPCC Administrative Services, Building A, 9050 Viscount Blvd 7:45am – 11:45am OR 12:45pm – 5:00pm	Website: National Consortium on Leadership and Disability for Youth (NCLD/Y) http://nclد-youth.info/index.php?id=19 Reading: Whitby, Marx, McIntire, & Wienke (2013)	
2/22/20	Discussion I: Accessibility and Advocacy	Reading: Yell (2019) Chapter 6 & Chapter 7 Reading: Amendments to IDEA made by ESSA https://www.parentcenterhub.org/amends-to-idea-essa-fact-sheet/ Video: ADA Signing Ceremony https://www.youtube.com/watch?v=dFKicqqVME8 Videos: ADA25 Virtual Comedy Club https://www.youtube.com/watch?v=YOu0b0hLpEA & https://www.youtube.com/watch?v=IMHOLxpRM2Y Video: Reflections on an ADA Generation https://www.youtube.com/watch?v=nmDk6ZE3npY	In class discussion #1 Reflection Paper
2/24/20-3/1/20	Online: FAPE and Educational Benefit	Reading: Yell (2019): Chapter 8 Reading: Prince, Yell, & Katsiyannis (2017) Reading: Endrew: What's Happened Since? https://www.edweek.org/ew/articles/2018/05/02/a-year-ago-the-supreme-court-raised.html Video: Educating Peter (1992) (30 minutes) https://www.youtube.com/watch?v=EikuC2hj5hs	Online Synthesis #3

<p>3/7/20</p>	<p>Off-Campus: Children's Disabilities Information Coalition: 31st Annual Children's Disabilities Symposium, Region 19 Head Start, 11670 Chito Samaniego</p> <p>8:30 am – 2:30 pm</p>	<p>Reading: Hsiao, Higgins, & Diamond (2018)</p> <p>Websites: Center for Parent Information and Resources https://www.parentcenterhub.org/ & Children's Disabilities Information Coalition (CDIC) http://www.cdicelpaso.org/</p>	
<p>3/15/20</p>	<p>Discussion 2: Language and Culture in Evaluation</p>	<p>Reading: Yell (2019): Chapter 9</p> <p>Reading: Miller & Katsiyannis (2014)</p> <p>Video: IDEA Basics (Initial Evaluations, Triennial Evaluations, and Independent Evaluations) https://www.youtube.com/watch?v=HiAlJvcyQRU & https://www.youtube.com/watch?v=CeslvZbwcjM & https://www.youtube.com/watch?v=pEk7gGMykWw</p> <p>Case Study: English Language Learners: Is this Child Mislabeled? https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Is_This_Child_Mislabeled.pdf</p> <p>Video: Over-identification https://www.youtube.com/watch?v=fPIMGtcrq38 And Under-Identification https://www.youtube.com/watch?v=dYEQtvd4ZLo</p>	<p>In class discussion #2</p> <p>(Reflection Paper, 2nd option/ extra credit)</p>
<p>3/21/20</p>	<p>NO CLASS SPRING BREAK</p>		
<p>3/29/20</p>	<p>Discussion 3: IEP Meetings</p>	<p>Reading: Yell (2019): Chapter 10</p> <p>Video: IDEA Basics (IEP) (4 minutes) https://www.youtube.com/watch?v=jMVDs-otrjs</p> <p>Video: CAP on IEP (2 minutes) https://vimeo.com/58486686</p>	<p>Discussion #3</p>

		<p>Video: Student-Directed IEPs (13 minutes) https://www.youtube.com/watch?v=iv7IS6NLcng</p> <p>Modules: Developing High-Quality IEPs https://iris.peabody.vanderbilt.edu/module/iep01/</p>	
4/5/20	Discussion 4: Inclusion in School and Work	<p>Reading: Yell (2019): Chapter 11</p> <p>Reading: Prince, Plotner, & Yell (2014)</p> <p>Video: Graduating Peter (2001) (74 minutes) https://www.youtube.com/watch?v=GkD-zaJInoI</p> <p>Video: IDEA Basics (LRE) https://www.youtube.com/watch?v=I7HERF8y288</p> <p>Module: Creating an Inclusive School Environment (2 hours) https://iris.peabody.vanderbilt.edu/module/inc/</p>	Discussion #4
4/12/20	Online: Procedural Safeguards and Due Process	<p>Reading: Yell (2019): Chapter 12</p> <p>Reading: Cheatham et al. (2012) 6 Things to Never Say or Hear during an IEP Meeting</p> <p>Website: Parent Center Hub https://www.parentcenterhub.org/notice-safeguards/</p> <p>Video: The Rights Done Right https://www.youtube.com/watch?v=chJt_TBfE3E</p> <p>Video: IDEA Basics (Due Process) & Mediation https://www.youtube.com/watch?v=_VQfi0iWZYg https://www.youtube.com/watch?v=XWKt8QCSIWI</p>	Online Synthesis #4
4/19/20	Discussion 5: Various Educational Settings (Public, Private, Charter, College)	<p>Reading: Yell (2019): Chapter 14 (p. 350-365)</p> <p>Reading: Dunn, Katsiyannis, & Ryan (2018)</p> <p>Reading: 6 Things to Know about Private Schools and Special Education https://www.understood.org/en/school-learning/choosing-starting-school/finding-right-school/6-things-to-know-about-private-schools-and-special-education</p>	Discussion #5

		<p>Video: Charter Schools: Last Week Tonight, 18 minutes https://www.youtube.com/watch?v=l_htSPGAY7I Video: Rethinking College (25 minutes) https://thinkcollege.net/resources/rethinking-college</p>	
4/25/20	Online: Response to Intervention	<p>Reading: Yell (2019): Chapter 14 (p. 365-380) Reading: Myths about RTI http://www.rtinetwork.org/learn/what/mythsaboutrti Module: RTI for School Leaders https://iris.peabody.vanderbilt.edu/module/rti-leaders/ Video: CAP on RTI https://vimeo.com/60049674 Video: RTI vs. Discrepancy Model http://www.rtinetwork.org/professional/videos/podcasts/jim-crawford-comparison-of-rti-and-the-discrepancy-model Website: RTI Action Network http://www.rtinetwork.org/ & Center on Response to Intervention https://www.rti4success.org/</p>	Online Synthesis #5
5/3/20	Discussion 6: Discipline and Bullying	<p>Reading: Yell (2019): Chapter 13 Reading: Knudsen & Bethune (2018) Reading: DOE's Guidance on Bullying Among Students with Disabilities https://www.cec.sped.org/News/Special-Education-Today/Need-to-Know/Need-to-Know-Bullying Film: The Bad Kids (2016) on Netflix and online, 101 minutes Video: School Suspensions https://www.youtube.com/watch?v=f8nkcRMZKV4</p>	Discussion #6
5/3/20-5/7/20	Online: Course Conclusion	Review all course materials	Final Exam due 5/7/20 at 11:59 pm

