

EDDS 511 Foundations and Procedural Issues in Special Education

September 28 – December 14, 2012
Eastern Mennonite University at Lancaster
Master of Arts in Education Program

Credit Hours: 3 graduate credits

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Course Dates: Blended online and on-site. On-site: September 28, 6-9 pm, November 17, 8:30 am – 3:30 pm, December 14, 6-9 pm, 2012

Course Description: The content of this course traces the historical development of special education through landmark legislation and litigation, and the laws and regulations as they impact the practice of educating children with disabilities. Students will be able to demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed. Further, this course helps the student to understand the reasons behind procedures required by law and provides practical applications of the required procedures.

Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”
The EMU Teacher Education Program has chosen the theme *teaching boldly in a changing world through an ethic of care and critical reflection* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship (S): to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry (I): to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge (PK): to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication (C): to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring (Ca): to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings.

Leadership (L): to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes: Upon successful completion of the course, the student will be able to:

1. Describe the historical evolution of students with disabilities in terms of landmark litigation and legislation (S, PK)
2. Cite important lawsuits concerning the right to a free and appropriate public education (S, PK)
3. Discuss the provisions of P.L.94-142, IDEA 97 & 2004, Section 504, the ADA, and Chapters 14, 15, & 16 of the Pennsylvania School Code (S, PK) in terms of the school's, teacher's, and parental rights and responsibilities and the implications of these laws (S, I, PK)
4. Apply knowledge of students' rights and disciplinary requirements in the public schools (L, Ca)
5. Demonstrate knowledge of the issues that surround laws and schools through reflection on case studies (S, PK, L)
6. Discuss the essential components of NCLB and its relationship and implications to IDEA (C, L, PK)
7. Explain provisions of the Pennsylvania School Code to colleagues and parents in terms that are accurate and understandable (S, PK, C, L)

Textbook Information: There is no required textbook for this course. Participants will be expected to access websites and EMU library resources online.

Course Format: This course will be taught using a blended on-site and online format. The online component will be taught through Moodle. Methodology used in this course will include classroom discussions, forum interactions, email interactions with the instructor, independent projects, case study, research using web-based resources and online learning logs based on instructor's questions.

Course Requirements and Due Dates: The student is required to submit of all projects, papers, discussion boards/forums, and learning logs by established deadlines (additional explanation will be provided). Late assignments will result in a point drop per day.

- Forums/Discussion
- Learning Log Format
- Topic Presentation
- Final – Case Study Paper and Discussion

Forums/Discussions: There will be discussion boards/forums every week unless otherwise indicated. The discussions will be your opportunity to connect with other students in this course and to provide insight and responses to key questions prompted by the instructor and/or each other. Expected participation includes one posting of topic and at least two responses to posting of other students (unless no response is required per the instructor). There is no substitute for the forum experience. If you are unable to participate, please inform the instructor in advance.

However, the forum should be open for sufficient duration to allow all members of the class to “weigh in.”

- **Due Weekly – Check exact due date next to each forum on the Moodle site.**

Learning Log Format: In addition to weekly assignments, students will reflect on and incorporate the concepts learned in this course into their current lives and work practices using a weekly Learning Log. Students are asked to give thoughtful reflection and complete answers to the following questions (or other questions that may be posted) each week. Students may respond to classmate’s postings if they would like to respond.

Learning Log Format (Unless other format provided):

- What aspect of the week’s learning tasks were most meaningful?
- What is something you gained that might be helpful to you in your work or personal life?
- What suggestions, if any, do you have for the instructor and/or class participants to enhance the class?
- **Due Weekly – Check exact due date next to each Learning Log Format on the Moodle site.**

Topic Presentation: You will be assigned a topic focusing on an aspect of special education requirements in the public school setting. You will be responsible for a 60 minute interactive class presentation on your assigned topic on the 17th of November. Handouts for your presentation should be prepared for each member of the class. See Scoring Rubric for Presentation (Appendix A).

- **Due November 17th**

Final – Case Study Paper and Discussion: Students will be provided with a case study to evaluate. Students should respond to the questions presented after the case study. Responses to the questions will be evaluated on the relevance to the question, appropriateness of the response, and the appropriateness and degree to which material and resources from the course are integrated into the response. **Your final written paper must be written according to APA – 6th Edition format and should be no more than 5 pages in length.** Class discussion of Case Study Paper will occur during the final face-to-face class meeting.

- **Due December 14th**

Evaluation:

11 Forums/Discussions@15 points each	165 points
11 Learning Logs@10 points each	110 points
Topic Presentation	45 points
Final Case Study and Discussion	<u>45 points</u>
TOTAL	365 points

Grading:

A	328 – 365 points
B	292 - 327 points

C	256 – 291 points
D	219 – 255 points
F	Below 255 points

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed in the graduate dean’s office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability or has emergency medical information to share, please inform the instructor of your needs.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point presentations are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix B.) Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Resources (Additional resources will be added as the course develops):

Center for Education & Employment Law (2007). *Students with disabilities and special education law* (24th edition). Malvern, PA: Center for Education & Employment.

Pennsylvania Special Education Regulations, Chapters 14, 15, & 16

Yell, M. (2012). *The law and special education* (third edition). Upper Saddle River, NJ: Prentice Hall.

Appendix A
Eastern Mennonite University EDDS 511 Presentation Rubric
Fall Session 2012

Category		Criteria			Points
	1	2	3	4	
Organization (Criteria x2)	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because sequence of information is minimal.	Presenter presents information in logical sequence which audience can follow.	Presenter presents information in logical, interesting sequence which audience can follow.	
Introduction and Closure	Presenter does not display clear introductory or closing remarks.	Presenter clearly uses either introductory or closing remarks, but not both.	Presenter displays clear introductory and closing remarks.	Presenter delivers introductory and closing remarks that capture the attention of the audience and set the mood for the presentation.	
Content Knowledge (Criteria x2)	Presenter does not have grasp of information; presenter cannot answer questions about subject.	Presenter is uncomfortable with information and is able to answer only rudimentary questions.	Presenter is at ease with content and meets all requirements, but fails to elaborate.	Presenter demonstrates full knowledge (more than required) with explanations and elaboration.	
Visuals and Interaction (Criteria x2)	Presenter used no visuals and presentation did not involve the audience.	Presenter occasionally used visuals and interaction with the audience that rarely support presentation.	Visuals and interaction with the audience were related to presentation.	Presenter used visuals and interaction with the audience to enhance or elaborate presentation.	
Mechanics	Presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings and/or grammatical errors.	
Delivery (Criteria x2)	Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of the class to hear. Use of a monotone voice does not hold the interest of the audience.	Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation. Presenter displays some level of inflection throughout the delivery.	Presenter's voice is clear and all terms are pronounced correctly and satisfactory level of inflection is apparent throughout the delivery.	Presenter used a clear voice and correct, precise pronunciation of terms. Use of fluid speech and inflection maintains the interest of the audience.	
Poise	Presenter displays tension and nervousness is obvious and the presenter has trouble recovering from mistakes.	Presenter displays mild tension and has some trouble recovering from mistakes.	Presenter makes minor mistakes, but quickly recovers from them. Displays little or no tension.	Presenter displays relaxed, self-confident nature about self, with no mistakes.	
				Total → (Plus 1 point for showing up!)	

Comments:

Appendix B
Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

