

Northern Marianas College

CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2013

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 397

Course Title: Current Issues in Special Education

Reason for initiating, revising, or canceling:

This is a re-creation of an Inactive course. The former Course Guide touched on many general principles in education, but only had goals and learning outcomes for two minor areas dealing with current issues. This is a correction of that oversight and will prepare students to know about and stay abreast of the latest developments that affect special education. A better textbook will be utilized.

Roy Greenland

Proposer

Roy Greenland
12/4/12

Date

Charlotte Cepeda

Acting Director School of Education

Charlotte Cepeda
12.4.12

Date

for Rosal M. Sudela, M
Barbara Merfalen

Dean of Academic Programs and Services

Acting Dean APS
3/26/13

Date

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Course Guide

Course: ED 397: Current Issues in Special Education

1. Department

School of Education

2. Purpose

The driving force behind the changes in Special Education has been Federal laws and their mandates. To fully understand Special Education, a familiarity and understanding of these laws is requisite. The laws are constantly being refined and redefined, making an understanding of the process and location of resources vital. Thus, the purpose of ED 397 is to (1) make teachers-in-training aware of special education law and development, (2) make sure they know the latest requirements for providing FAPE to students with disabilities, (3) assist students in research of the laws and (4) help students understand how legal requirements are the driving force behind nearly all current issues relating to special education.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Yell, Mitchell L. (2012) *The Law and Special Education*, Upper Saddle River, NJ, Pearson Education, ed. 3
ISBN: 13:978-0-13-137609-0

B. Contact Hours

1. **On Line:** 3 hours per week / 45 hours per semester

C. Credits

1. **Number:** 3
2. **Type:** Regular Degree Units

D. Catalogue Course Description

This course provides opportunity for practical application of social, legal, and ethical issues in the field of special education. The topics covered include the history of special education and the laws that have shaped it, IEPs and other issues dealing with assessment, identification, instructional design, delivery, classroom environments, and placements, and issues of ethical decision making for students with disabilities. Students will also have an opportunity to explore the provision of accommodations for students with disabilities, early intervention, instructional intervention, behavior interventions and legal issues, transition and assistive technology. Students will be

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responsible for researching and presenting on a critical issue in the field of special education, presenting on material regarding social, ethical, or legal issues, and reflecting on both their personal philosophy of special education and the portrayal of individuals with disabilities in society through film and other medium.

Prerequisites: Eng. 202, Math 132, Teacher Candidacy, ED 315 and ED 401. (Offered Fall)

E. Degree or Certificate Requirements Met by Course

This is a required course for all education majors with a concentration in Special Education.

F. Course Activities and Design

This course may incorporate any or all of the following: short lecture, discussions, videos, online activities, group activities, student projects, presentations, written assignments, field experience, reflection papers, and activities for use in the classroom.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: Eng. 202, Math 132, Teacher Candidacy, ED 315, ED 401.

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition and any pertinent instructional material fees.

Cost to the College: Salary of Instructor, Internet, and Curriculum Resource Center (CRC) resource materials.

Instructional resources needed for this course include, Internet, and Curriculum Resource Center (CRC) resource materials.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Review of Prior Knowledge with Legal Slant
 - 1.1 The Legal System
 - 1.2 Legal Research
 - 1.3 History of Disability Laws and Regulations
 - 1.4 Other Issues

- 2.0 Specific Legislation Affecting Students with Disabilities
 - 2.1 PL 94-192 and Reauthorizations
 - 2.2 Section 504 of the Rehabilitation Act of 1973
 - 2.3 The Americans with Disabilities Act
 - 2.4 The Elementary and Secondary Education Act

- 3.0 Free Appropriate Public Education (FAPE)
 - 3.1 IDEA Mandate
 - 3.2 Components
 - 3.3 Related Services and FAPE
 - 3.4 Litigation and FAPE
 - 3.5 Methodology
 - 3.6 Placements
 - 3.7 Graduation
 - 3.8 School District Responsibilities
 - 3.9 New FAPE Standard

- 4.0 Issues Affecting Identification, Assessment, and Evaluation
 - 4.1 Definition
 - 4.2 Process
 - 4.3 Protection in the Evaluation Procedures
 - 4.4 Interpretation of Evaluations
 - 4.5 Reevaluations
 - 4.6 Independent Educational Evaluations
 - 4.7 Accountability

- 5.0 Effective Individualized Education Programs (IEP)
 - 5.1 The IEP Mandate
 - 5.2 Purposes of the IEP
 - 5.3 IEP Development and Implementation
 - 5.4 Substantive Requirements
 - 5.5 Litigation on the IEP

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- 6.0 Issues Surrounding Least Restrictive Environment (LRE)
 - 6.1 LRE vs. Mainstreaming vs. Inclusion
 - 6.2 Standards of LRE
 - 6.3 Model for LRE
 - 6.4 Alternate Placements
 - 6.5 Judicial Standards of Review

- 7.0 The Necessity of Procedural Safeguards
 - 7.1 General Procedural Requirements
 - 7.2 Rights of Parents/Guardians
 - 7.3 Dispute Resolution
 - 7.3 Alternatives to the Due Process Hearing
 - 7.4 Remedies

- 8.0 Legal/Cultural Issues of Disciplining of Students with Disabilities
 - 8.1 Procedural Due Process
 - 8.2 Substantive Due Process
 - 8.3 IDEA and Discipline and Disciplinary Procedures
 - 8.4 Disciplining Students in the Eligibility Process
 - 8.5 Local School District Responsibilities

- 9.0 Other Current Issues and Hot Topics
 - 9.1 Response to Intervention (RTI)
 - 9.2 Student Records and FERPA
 - 9.3 Providing Special Education Services in Private Schools
 - 9.4 Liability for Student Injury
 - 9.5 Search and Seizure
 - 9.6 Highly Qualified Status of Special Educators
 - 9.7 Transitions
 - 9.8 Collaboration and Co-Teaching

8. Instructional Goals

This course will introduce students to:

- 1.0 Basic terminology used in assessment;
- 2.0 Legal provisions and ethical principles regarding the assessment of individuals;
- 3.0 Laws and policies regarding referral and placement procedures;

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- 4.0 Early identification of young children who may be at risk;
- 5.0 Use of assessment information in making decisions of eligibility, program and placement, including considerations for those from culturally and/or linguistically diverse backgrounds;
- 6.0 Interpretation of information from formal and informal assessments;
- 7.0 Use and limitations of assessment instruments, including the gathering of relevant background information;
- 8.0 National and Commonwealth accommodations and modifications;
- 9.0 Develop or modify individual assessment strategies, to include considerations when assessing students with specific learning disabilities, those in early childhood education, as well as students with behavioral problems or emotional issues;
- 10.0 Assess reliable methods of response of individuals who lack typical communication and performance abilities;
- 11.0 Administer nonbiased formal and informal assessments, and report the results to all stakeholders using effective communication skills;
- 12.0 Screening, pre-referral, referral, and classification procedures;
- 13.0 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs; and
- 14.0 Practice within one's skills limits and obtain assistance as needed.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Define and use the basic terminology of assessment;
- 2.0 Describe the legal provisions and ethical principles regarding the assessment of individuals;

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- 3.0 Interpret the laws and policies regarding referral and placement procedures;
- 4.0 Explain early identification of young children who may be at risk;
- 5.0 Use assessment information in making decisions of eligibility, program and placement, including considerations for those from culturally and/or linguistically diverse backgrounds;
- 6.0 Interpret information from formal and informal assessments;
- 7.0 Describe the use and limitations of assessment instruments, including the gathering of relevant background information;
- 8.0 Define and describe National and Commonwealth accommodations and modifications connected to assessments;
- 9.0 Develop or modify individual assessment strategies, to include considerations when assessing students with specific learning disabilities, those in early childhood education, as well as students with behavioral problems or emotional issues;
- 10.0 Assess reliable methods of response of individuals who lack typical communication and performance abilities;
- 11.0 Administer a nonbiased formal or informal assessment, and prepare a report of the results for all stakeholders using effective communication skills;
- 12.0 Describe screening, pre-referral, referral, and classification procedures;
- 13.0 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs; and
- 11.0 Practice within one's skills limits and obtain assistance as needed.

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10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Forum participation;
- 2.0 Student presentations and activities; and
- 3.0 Midterm and final examinations.