

Course Title: Legal Issues in Education: A Free and Appropriate Education

Instructors: Donna Walker Tileston, Rosemary Planz

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

Course Description:

This course provides an overview of the history and impact of current legislation and policies that affect the education of students with special needs. The presenters review the federal and state laws that govern special education: *The Individuals with Disabilities Education Act, Section 504; the Americans with Disabilities Act, Titles One, Two, Three, Four, and Five; and the No Child Left Behind Act*. They discuss the provisions of each of these acts in detail, with a focus on how they effect the education of children with special needs, including the notion of a “Free and Appropriate Education” and the ideas of Least Restrictive and More Restrictive Environments as these apply to the types of special education services schools are required to provide. Practical classroom suggestions and materials are provided along with effective strategies to promote an inclusive environment in any classroom setting. Finally, suggestions are offered for what schools can do to implement special education programs that meet the standards set down in federal and state laws.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. provisions of important state and federal laws related to special education,
 - b. ideas of least restrictive and more restrictive environments for special education students, and
 - c. adaptations and modifications to promote inclusion of students with higher-incidence and lower-incidence disabilities;

2. Skills –after this course, a student will be able to
 - a. develop improvement plans focused on improving student performance in the classroom,
 - b. align lessons to standards and benchmarks, and
 - c. identify the disability categories served under IDEA.

3. Dispositions – after this course, a student will be able to appreciate
 - a. the continuum of services available to students with special needs and the “least restrictive environment” concept,
 - b. the *No Child Left Behind Act* of 2001, which affects all children and has important implications for children with disabilities, and
 - c. federal laws protecting the educational services for students with disabilities such as *Section 504, Americans with Disabilities Act (ADA), and Individuals with Disabilities Education Act (IDEA)*.

Units:

1. A Free and Appropriate Education
2. Introduction to Inclusive Teaching
3. Collaboration: Partnerships & Procedures
4. Teaching Students with High-Incidence Disabilities
5. Teaching Students with Low-Incidence Disabilities

Presenter Overviews:

Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know*, won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices*, have been on Corwin’s best-seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win statewide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

Rosemary Planz is currently retired from the Hicksville Public Schools, Long Island, NY where she was the Assistant Superintendent for Curriculum and Instruction. Her experience includes teaching and supervising Special Education programs as well as teaching college courses for teachers to utilize a variety of strategies in the inclusive classroom.

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final reflection question

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 65% to pass the course.

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Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

Component	Unsatisfactory (40 points)	Basic (50 points)	Proficient (60 points)	Distinguished (70 points)
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Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (5 points) -Participant included no content from the course in his or her responses -Participant did not address the questions posed	Basic (10 points) -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	Proficient (20 points) -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	Distinguished (30 points) -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful