

## Course Syllabus

**Course Title:** Legal Issues in Education- A Free and Appropriate Education – 3 Units

**Course Grader:** Jessica Kessler

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### Grader Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

### Course Description:

Although students come to school with a wide range of abilities and aptitudes, all students are entitled to an education that prepares them to reach their full potential. Teachers will review the impact that current legislation has on educating students with special needs. Teachers will explore 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 will review the provisions of these acts and focus on the concept of a “Free and Appropriate Education” with its implications for placing students in a “least restrictive” and “more restrictive” environment. Teachers will come away with practical classroom strategies for improving behavior, social skills, and promoting inclusion with peers. Teachers also review the impact that NCLB has on preparing students for high stakes testing and working with students at varying stages of language acquisition. Under the guidance of nurturing teachers, special needs students who receive appropriate placements and interventions can overcome academic challenges and succeed in school.

### Course Objective/Goals:

1. Knowledge –at the end of this course, the student will
  - a. Understand the provisions of important state and federal laws related to special education
  - b. Explain the concept of least restrictive and more restrictive environments for special education students
  - c. Describe the 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 plans focused on improving student performance on high stakes tests
  - b. Align lessons to standards and benchmarks
  - c. Identify stages of language development and appropriate instructional strategies each stage
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. *No Child Left Behind Act* of 2001, which affects all children and has important implications for children with disabilities
- 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)*.

**Course Outline:**

***Eight Sections Students Will Be Focusing On:***

1. A Free and Appropriate Education by Donna Walker Tileston
2. No Child Left Behind and Secondary School Literacy by Carol Mowen
3. Defining Literacy by Carol Mowen
4. Introduction to Inclusive Teaching by Rosemary Planz
5. Collaboration: Partnerships & Procedures by Rosemary Planz
6. Teaching Students with High-Incidence Disabilities by Rosemary Planz
7. Teaching Students with Low-Incidence Disabilities by Rosemary Planz
8. Understanding Language Acquisition: NCLB Requirements by Teri Peckman

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

**Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

**KDS Rubric for Letter Grade Courses: 3 Credits**

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	<u>(6 points)</u>	<u>(9 points)</u>	<u>(12 points)</u>	<u>(15 points)</u>

<b>Reflection questions</b>	<p><u>Quizzes:</u></p> <p>0-40% correct</p> <p><u>(10 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant includes no content from the course in his or her responses -Participant does not address the questions posed</p>	<p><u>Quizzes:</u></p> <p>60% correct</p> <p><u>(15 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully</p>	<p><u>Quizzes:</u></p> <p>80% correct</p> <p><u>(20 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions</p>	<p><u>Quizzes:</u></p> <p>100% correct</p> <p><u>(25 points)</u></p> <p><u>Reflection questions:</u></p> <p>-Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful</p>
<b>Midterm</b>	(10 points)	(15 points)	(20 points)	(25 points)
<b>Final</b>	(20 points)	(25 points)	(30 points)	(35 points)

	<p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p>	<p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</p>
	<p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</p>	<p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p>
	<p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the</p>	<p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of</p>

	course content	enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	of the course content in its objectives, activities, and/or assessments	course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher

**Texts and/or Other Materials:**

**PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:**

- A Free and Appropriate Education
- No Child Left Behind and Secondary School Literacy
- Defining Literacy
- Introduction to Inclusive Teaching
- Collaboration: Partnerships & Procedures
- Teaching Students with High-Incidence Disabilities
- Teaching Students with Low-Incidence Disabilities
- Understanding Language Acquisition: NCLB Requirements

**Recommended Reading:**

**Bibliography:**

*(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)*

Tileston, D. (2003). *What Every Teacher Should Know About Diverse Learners*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Effective Teaching Strategies*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know Student Assessment*. Texas: Corwin Press.

Mowen, C. (1986) *Independent Study in the Middle School*. Michigan: Michigan Association of Middle School Educators.



Mowen, C. (2001) □ *Reviewing class size research-Let's make schools better places for students!* (Volume 25, No. 1). The AASA Professor.