



Course Description

EEX4024 | Legal Issues for Working with Students with Exceptionalities | 3.00 credits

The student will learn about the history, governing legislation, and current status of special education in the US. Through case analyses and simulations, the student will correlate and evaluate P-12 classroom and administrative practices and issues with current legislation and mandates.

Course Competencies

Competency 1: The student will recount special education (SPED) history and trace the evolution of current SPED laws by:

1. Analyzing early American and European history and trends in 17th, 18th, and 19th century societies
2. Examining significant case law in American education that has led to legal requirements in modern-day (21st century) SPED practices including inclusive practices
3. Analyzing how historical evaluation, identification, and placement procedures have led to the over-representation of various cultural/ethnic groups in specific disability categories
4. Summarizing major trends in education that have led to Multi-Tiered System of Support (MTSS; formerly Response to Intervention (RTI) practices for students in general education and special education programs.
5. Analyzing historical case law in the evolution of the Individualized Education Program (IEP)
6. Interpreting historical case law related to behavior/classroom management of students with disabilities (SWD) in inclusive and SPED settings

Competency 2: The student will interpret current SPED laws by:

1. Reviewing Florida state statutes pertaining to the evaluation, identification, and placement of students with special needs
2. Analyzing the impact of labeling, categorizing, and diagnosing students using unilateral opinions and/or procedures
3. Discussing the legal and ethical requirements for using a multidisciplinary team approach in the evaluation, identification, and placement of students in special education programs
4. Identifying common characteristics of various disability categories and describing how specific learning traits may affect a student's educational progress
5. Examining the general and specific roles and responsibilities of a comprehensive IEP team as required by law, including general and special education teachers, administrators, counselors, school psychologists, parents/guardians, and students
6. Deconstructing components of the IEP and relating each component to appropriate general education and special education classroom practices
7. Articulating the legal foundations for implementing research-based classroom practices
8. Discussing legal and ethical factors related to grading options for students in the inclusive setting.
9. Explaining the specific roles and responsibilities of each Functional Behavior Assessment/Behavior Intervention Plan team member, including general education and special education teachers, administrators, counselors, school psychologists, parents/guardians, students, and other team members
10. Differentiating between acts of malfeasance, misfeasance, and nonfeasance of teachers based upon required state and/or federal law
11. Differentiating between acts of malfeasance, misfeasance, and nonfeasance of school administrators based upon required state and/or federal laws
12. Defining self-advocacy and self-determination as related to SWDs' awareness of their rights and responsibilities

Competency 3: The student will employ proper protocol for teachers in providing an academically sound and safe learning environment by:

1. Comparing and contrasting past and current evaluation, identification, and placement procedures.
2. Analyzing current Student Support Team (SST) services, including MTSS
3. Defining the roles and responsibilities of each SST team member as required by law, including general education and special education teachers, administrators, counselors, school psychologists, parents/guardians, and other team members
4. Differentiating between IEP meetings and parent conferences
5. Selecting behavior and communication practices that support collaborative relationships between education professionals and families of SWDs
6. Formulating appropriate IEP goals and benchmarks based on student academic and behavior data, diploma options, and transition goals
7. Analyzing and supporting the legal and ethical use of classroom accommodations and modifications for SWDs
8. Explaining graduation requirements and diploma options for SWDs
9. Evaluating classroom management techniques in order to meet the unique needs of culturally and linguistically diverse learners with disabilities
10. Applying research-based classroom instructional strategies that support learning SWDs' individual strengths and challenges
11. Developing educationally appropriate behavioral accommodations and modifications for SWDs
12. Developing appropriate self-advocacy/self-determination goals to assist SWDs with self-assessment skills.
13. Differentiating between behavior that may be a manifestation of a student's disability and behavior that is atypical of specific disability categories

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Demonstrate knowledge of ethical thinking and its application to issues in society