SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 615
COMPLIANCE ISSUES IN SPECIAL EDUCATION
3 HOURS CREDIT

PREREQUISITES: Special Education 600

COURSE DESCRIPTION: A study of compliance issues as they pertain to special education is presented. Emphasis will be on the Louisiana plan for special education, the legal basis for special education, interpretation of federal and state laws, due process proceedings, federal and state litigation, discipline regulations, child identification, and state and federal reports. Complaint management systems, state, federal, local investigations, free appropriate education, least restrictive environment, and funding are also covered.

STATEMENT OF CONCEPTUAL FRAMEWORK:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES: After completing this course, students will have demonstrated their understanding of the following competencies by their performance on the midterm and final examinations and by their successful completion of the course requirements:

1. Laws and policies for general and special education (SA1:K1) (PS, CK).
2. Evolution of laws and policies that impact the lives of individuals with exceptionalities and their families from birth through adulthood (SA1:K2) (CK, D).
3. Political and economic issues that affect policy development (SA1: K3) (CK, D).
4. Development and implementation of policies and regulations for individuals with exceptional learning needs and their families. (SA1: K5) (KL, CK).
5. Laws and policies regarding assessment, program evaluation, and accountability related to individuals with exceptional learning needs (SA1:K6) (KL, CK, D).
6. Education, social and health agency fiscal policies (SA1:K9) (CK, D).
7. Laws and policies governing the discipline of all students and implications for individuals with exceptional learning needs (SA1: K12) (KL, CK, D).
8. Legal and ethical issues of behavior management of individuals with exceptional learning needs (SA1: K13) (CK, KL, D).
10. Organizations and publications relevant to the field of special education administration (SA9: K1) (PS).
COURSE OUTCOMES: After completing this course, students will have demonstrated their understanding of the following competencies by their performance on the midterm and final examinations and by their successful completion of the course requirements:

1. Interpret laws and policies pertaining to individuals with exceptional learning needs (SA1: S1) (SM, KL, CK, D).
2. Develop and implement discipline policy and procedures for individuals with exceptional learning needs (SA7: S10) (SM, KL, D).
4. Make decisions concerning individuals with exceptional learning needs based on open communication, trust, mutual respect, and dignity (SA9: S5) (KL, SM, D).

FIELD EXPERIENCE REQUIREMENT: None

REQUIRED UNIT/PROGRAM ASSESSMENTS: None

COURSE EVALUATION:

Course Evaluation

2 Exams @ 100 pts each 200 pts.
BESE Board Meeting 25 pts.
SPED Director Interview 20 pts.
SPED Litigation & Legislation Notebook 100 pts.
Discipline Policy & Procedures Project 30 pts.
Compliance Project 100 pts.
Reference List


JOURNALS

Behavior Modification in the Schools
Educational Leadership
Intervention in School and Clinic
Journal of School Psychology
Journal of Special Education