



SPED 528.01W SPECIAL EDUCATION LAW
COURSE SYLLABUS: SUMMER II 2025 ONLINE

INSTRUCTOR INFORMATION

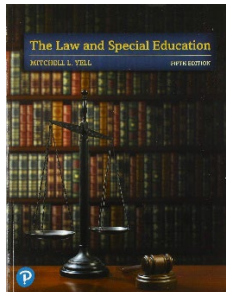
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Preferred Form of Communication: **email**
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Text:

Yell, M. L. (2018). *The law and special education* (5th ed.). Upper Saddle River, NJ: Pearson, Prentice Hall



Optional Supplemental Text:

What Do I Do When...® The Answer Book on Special Education Law - Fifth Edition
By John Norlin, Esq. (2009. Softcover. 474 pp. Product Code: 300055) LRP Publications
<http://www.shoplrp.com/product/p-300055.html>

Helpful Websites

Special Education Law Blog (Accompanies your Textbook)
<https://spedlawblog.com/page/1/>

The syllabus/schedule are subject to change.

American Civil Liberties Union

<http://aclu.org>

Circuit Court Decisions, U.S. Supreme Court Decisions, Codes and Regulations

<http://findlaw.com>

<http://megalaw.com>

<http://www.law.cornell.edu>

Civil Rights Division, U.S. Department of Justice

<http://www.usdoj.gov/crt>

Council for Exceptional Children

<http://cec.sped.org>

Education Week

<http://www.edweek.org>

Legislation, Regulations, and Policy Guidance, U.S. Department of Education

<http://ed.gov>

National Education Association

<http://nea.org>

Federal Government Code and Regulations Access

<http://www.acess.gpo.gov>

Supplemental Materials (as needed)

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals. Some suggestions include:

Beyond Behavior

Teaching Exceptional Children

Intervention School and Clinic

Exceptional Children

Behavioral Disorders

Assessment for Effective Intervention

Journal for Emotional and Behavioral Disorders

JABA (Journal of Applied Behavioral Analysis)

Behavior Therapy

Behavior Analyst

Course Description

Course Description:

This course will provide students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEP's), free appropriate education (FAPE), and least restrictive environment (LRE).

The syllabus/schedule are subject to change.

Student Learning Outcomes:

- 1) Students will demonstrate knowledge of students' right to a free and appropriate education (FAPE).
- 2) Students will demonstrate knowledge of the responsibilities of school personnel to be in compliance with IDEA.
- 3) Students will demonstrate knowledge of IEP/ARD meeting timelines and procedures.
- 4) Students will demonstrate knowledge of how professional practices/standards are aligned with IDEA.
- 5) Students will demonstrate knowledge of student discipline procedures/manifestation determination review procedures.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Enrolled students will need a working knowledge of how to access the course online, access materials and resources the instructor posts, recording/posting videos, and the use of Microsoft Word for submitting assignments.

Instructional Methods

This course will be facilitated using D2L, the learning management system used by East Texas A&M University. The instructor has included various forms of instructional tools in the course such as recorded lectures, videos, helpful websites/resources, scholarly articles, and discussion topics.

Student Responsibilities or Tips for Success in the Course

Enrolled students are responsible for logging into the course several times a week. The instructor may post announcements that need to be seen and responded to in a timely manner. Additionally, please be aware that you should be spending the equivalent to three hours a week of class time (listening to lectures/accessing class materials) on a three-hour course, with additional time being required to complete assignments.

GRADING

Assignment	Points
Discussion Questions	90
Case Brief Quiz	25
RTI Module	25
Guide to the SPED Process Google Site	50
Quizzes (3 @ 20 points each)	60
Legislative Research Project	50
Crosswalk	50
Total	350

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Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59.4% or Below

Total points corresponding to the final letter grades

A = 315-350 Points

B = 280- 314.4 Points

C = 245- 279.4 Points

D = 210- 244.4 Points

F = 209.4 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments 49.3%

Discussions 26.7%

Quizzes 23.9%

TOTAL 100%

Assessments

When submitting to the Dropbox, you can find them by going to Activities-Assignments in D2L.

- **Discussions (90 points)** Students are expected to post responses to discussion questions by the assigned due dates. Correct grammar, spelling, and punctuation should be utilized in all entries—i.e. these are to be professionally completed.
- **Case Brief Quiz (25 points)** This activity provides an opportunity to become familiar with how to read a legal opinion, legal case analysis. There is both a case index (p. 395) and a subject index (p. 402) in the back of your book, which you can utilize to find cases to review in preparation for this quiz.
 - A case brief template and other resources will be available on D2L. The student should be able to identify the following parts of a legal case: (a) case (name, year, legal citation), (b) court, (c) plaintiff/appellant, (d) defendant/respondent, (e) facts, (f) remedy sought by plaintiff, (g) appeal process, (h) issue, (i) holding of the court, (j) reasoning of the court including relevant legal authorities, and (k) dissent (if any). **The Case Brief Quiz will be taken under Activities-Quizzes.**

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- **RTI Module (25 points)**: Students will work through the RTI Module and complete questions 10-14 using the template provided in DocSharing. The purpose of this assignment is to learn pertinent timelines and what consistories a school day. Submission should also include a written summary of High Leverage Practices related to assessment and how they can be incorporated in the RTI/FIE process.
- **Guide to the Special Education Process Google Site (50 points)**: Students will create a Google Site which will consist of resources to guide parents through the special education process. *You will need to ensure you have made each page and all content viewable and you have published it. This includes not linking to articles directly from the library system, but downloading them to your device and then including them.*
- Please consult this resource to make sure that I can view all the content in your Site:
<https://support.google.com/sites/answer/6372880?hl=en#zippy=%2Cchoose-who-can-see-your-site>
- Make sure to *Publish* your site. You can set it so that only people you give access may view it. <https://support.google.com/sites/answer/6372880?hl=en>

This Google Site is intended to be something to inform your practice, but also to be shareable with parents in order to give them resources/guidance for how to help at home. Feel free to customize it with information relevant to practices in your individual ISD. However, your Google Site must include:

- A glossary of terms/acronyms frequently used in special education
 - What to expect in an IEP meeting/procedures? (Who will attend?/possible purposes of meetings/When should parents receive progress updates on goals/objectives?)
 - Link to Procedural Safeguards with an easy –to-understand explanation of rights/due process procedures. Include information on and a link to SPED Tex.
 - Three activities to foster self-advocacy/self-determination at home
 - Two journal articles on how to be an active member of your child's IEP team/how to advocate for your child's needs
 - Embed High Leverage Practices for Collaboration with School
 - Frequently Asked Questions
- **Quizzes (3 @ 20 points each)**: A quiz is posted in Weeks 1, 2, and 4. Each quiz consists of 5 multiple choice or true false questions related to course readings. Quizzes are open book/open note.
 - **Legislative Research Project (50 points)**: Students will research major legislation related to the provision of services for students with disabilities. Students will prepare a handout in the manner of the example posted on D2L/you can provide additional handouts if you would like, but that is not required). You will enter your choice of topics in a discussion thread in Section One. Topics will

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be assigned on a first come, first served bases. You will need to include an overview of your topic, **ALL** statute and regulation references that pertain to your topic, pertinent court cases (federal level in most cases), and resources for compliance on your handout.

Handouts must be created and submitted via a Google Drive link to a Google Doc. This will allow you to hyperlink directly to the statutes, regulations, and court cases you are referencing on your topic. Please make sure to set the sharing so that anyone with the link can view your document. The result, when accessing all classmates' submissions, is intended to be an electronic resource file for you on all major special education legislation/topics.

- **Crosswalk (50 points):** For your final project, you will create a crosswalk that connects and identifies how special education law, standards, and practices all fit together. Further directions and an example are posted in D2L.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These

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methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Interaction with Instructor Statement

Contacting the Instructor

If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. For all other inquiries, email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- All assignments/discussions must be turned in on the assigned due date.
Unexcused assignments turned in after the due date will be returned ungraded.
 - **A note about timeliness:** it is highly advised that you **DO NOT** wait until the deadline for turning in an assignment. I have set the deadlines for assignments to be Sunday nights, in order to give you the weekends for completion. However, this does not mean you can email me over the weekend with questions---it is my weekend with my family, too. Also, if you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will **NOT** get credit for the assignment. you need to plan ahead for questions/completion of assignments.
- Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***

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- Please always submit your assignments in a word document, so that I can use track changes to provide comments if so needed. In other words, don't submit a whole assignment in the D2L by simply cutting and pasting. **Always attach your assignments as their own file.**
- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic" or "students with disabilities" and not "disabled students". In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead.).
- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*

A Note about the Virtual Office: The Virtual Office is a public forum. If you need to contact me about something of a personal nature, feel free to e-mail me. Also, please note that I do not receive an alert when something is posted in the virtual office, so if you need immediate assistance, it might be better to email me directly.

Three Before Me Rule: The 3 before me rule simply means, before you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your class.

As a student enrolled at East Texas A&M University, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Texas Special Education Teacher Competencies EC-6:	Texas Special Education Teacher Competencies 6-12:	Texas Educational Diagnostician Competencies
1. Standard B. Legal and Ethical	1. Standard B. Legal and Ethical Guidelines.	1. Standard I. The educational

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<p>Guidelines. The Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:</p> <p>(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;</p> <p>(2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;</p>	<p>The Grades 6-12 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; and Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Grades 6-12 special education teacher must:</p> <p>(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;</p> <p>(2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;</p> <p>(3) demonstrate knowledge of IDEA 2004 eligibility categories;</p> <p>(4) demonstrate knowledge of all required components of an Individual Transition Plan (ITP)</p>	<p>diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</p> <p>(1) The educational diagnostician knows and understands:</p> <p>(A) state and federal regulations relevant to the role of the educational diagnostician;</p> <p>(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;</p> <p>(C) models, theories, and philosophies that provide the basis for special education evaluations;</p> <p>(D) issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services; and</p> <p>(E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.</p> <p>(2) The educational diagnostician is able to:</p> <p>(A) articulate the purpose of evaluation</p>
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<p>(3) demonstrate knowledge of IDEA 2004 eligibility categories;</p> <p>(4) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;</p> <p>(5) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;</p> <p>(6) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;</p> <p>(7) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;</p> <p>(8) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;</p> <p>(9) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;</p> <p>(11) maintain student legal folders and store ongoing documentation according to local education agency</p>	<p>as outlined in federal and state law;</p> <p>(5) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;</p> <p>(6) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;</p> <p>(7) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;</p> <p>(8) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;</p> <p>(9) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to §89.1070 of this title (relating to Graduation Requirements);</p> <p>(10) demonstrate knowledge of the federal requirements for transfer of rights at the age of majority;</p> <p>(11) demonstrate knowledge of the state and federal requirements for transition planning beginning at the age of 14;</p> <p>(12) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;</p> <p>(13) demonstrate knowledge of the special education teacher's roles and</p>	<p>procedures and their relationship to educational programming; and</p> <p>(B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.</p> <p>2. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.</p> <p>(1) The educational diagnostician knows and understands:</p> <p>(A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;</p> <p>(B) ethical practices related to assessment and evaluation;</p> <p>(C) qualifications necessary to administer and interpret various instruments and procedures; and</p> <p>(D) organizations and publications relevant to the field of educational diagnosis.</p>
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<p>(LEA) requirements and keep records to document receipt of the IEP by all required school staff;</p> <p>(12) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;</p> <p>(13) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;</p> <p>(14) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;</p> <p>(15) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;</p> <p>(16) interpret the results of a variety of assessment data (i.e., classroom, state and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade</p>	<p>responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;</p> <p>(14) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and to identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;</p> <p>(15) maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;</p> <p>(16) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;</p> <p>(17) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;</p> <p>(18) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting,</p>	<p>(2) The educational diagnostician is able to:</p> <p>(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;</p> <p>(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;</p> <p>(C) promote and maintain a high level of competence and integrity in the practice of the profession;</p> <p>(D) exercise objective professional judgment in the practice of the profession;</p> <p>(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;</p> <p>(F) comply with local, state, and federal monitoring and evaluation requirements;</p> <p>(G) use copyrighted educational materials in an ethical manner; and</p> <p>(H) participate in the activities of professional organizations in the field of educational diagnosis.</p>
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<p>level TEKS to the ARD committee members;</p> <p>(17) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, and other supplements as needed;</p> <p>(18) apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for families' full participation in the education of their students;</p> <p>(19) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learners, highly mobile and at risk, dyslexia);</p> <p>(20) advocate for family and student participation in the IEP, ARD meetings, and transition plan;</p> <p>(21) foster and support students in their development of self-reliance and self-advocacy;</p> <p>(22) advocate for high academic and behavioral expectations for students with disabilities;</p> <p>(24) demonstrate understanding that individuals with high support</p>	<p>including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;</p> <p>(19) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;</p> <p>(20) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;</p> <p>(22) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state, and district assessment), transition needs and goals, and other supplements as needed;</p> <p>(24) apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for students' full participation in their education;</p> <p>(24) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);</p> <p>(25) advocate for student participation in the IEP, ARD meetings, and transition plan;</p>	
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needs deserve to be challenged with high expectations and provided with meaningful inclusive participation opportunities to develop the highest possible learning outcomes; and (24) demonstrate a foundational knowledge of the Individualized Family Service Plan (IFSP).	(26) foster and support students in their development of self-reliance and self-advocacy; (27) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition; (28) advocate for high academic and behavioral expectations for students with disabilities; and (29) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.	
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COURSE OUTLINE / CALENDAR

Tentative Course Schedule

Section and Weeks	Topics	Assignments and Due Date
Section 1	<p>Introduction to the American Legal System</p> <p>Legal Research</p> <p>History of the Law and Children with Disabilities</p>	<p>View Course Overview/Syllabus</p> <ul style="list-style-type: none"> • 7/7/25 <p>Complete Nexis Uni Tutorials and Discussion Questions by 7/9/25</p> <p>Yell Chapters 1, 2, 3 Quiz 1 Available 7/11/25-7/13/25</p>
Section 2	<p>IDEA and Appendix A</p> <p>Section 504</p> <p>ADA</p>	<p>Listen to Special Education Hearing Officer's Lecture and Complete Related Discussion Questions by 7/15/25</p>

The syllabus/schedule are subject to change.

	ESEA	Case Brief Quiz Open 12/16/25-12/17/25 Yell Chapters 4, 5, 6, 7, and Appendix A Quiz 2 Available 7/18/25-7/20/25
Section 3	FAPE Identification, Assessment, Evaluation IEP--Refer to: Developing Educationally Meaningful & Legally Sound IEPs: Measurable Annual Goals Mitchell L. Yell, Ph.D. University of South Carolina LRE Impact of the recent U.S. Supreme Court decision: <i>Endrew F. v. Douglas County School District</i>	Yell Chapters 8, 9, 10, 11 Post Discussion Responses by 7/22/25 RTI Module by 7/24/25
Section 4	Procedural Safeguards Disciplining Students with Disabilities	Yell Chapters 12, 13 Quiz 3 Available 7/25/25-7/27/25 Post Discussion by 7/29/25 Google Site Due 7/31/25
Section 5	Additional Issues	Yell Chapter 14 Legislative Research Project Handouts--Due by 7/4/25 Crosswalk Due 7/6/24

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