

Northern Marianas College

CURRICULUM ACTION REQUEST

Course: ED397 Current Issues in Special Education

Effective Semester / Session: Spring 2023

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED397

Course Title: Current Issues in Special Education

Reason for initiating, revising, or canceling:

The reason for modifying this course guide is to comply with the schedule for periodic course guide review. Substantive changes were made to the following sections: Required/Recommended Textbook(s) and Related Material and Assessment Measures of Student Learning Outcomes.

Dr. Randy Yates *Randy Yates* 11 Dec 22

Proposer **Date**

Director Roland Merar *Roland Merar*

Academic Unit Head **Date**

Adam Walsh *Adam Walsh*

12.02.22

Language & Format Review Specialist **Date**

Ajani Burrell *Ajani Burrell*

12.9.2022

Academic Council Chair **Date**

Dean Clement Bermudes *Clement Bermudes*

Dean of Academic Programs and Services **Date**

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1. Department

School of Education

2. Purpose

The driving force behind the changes in special education has been federal laws and their mandates. To fully understand special education, a familiarity and understanding of these laws is requisite. The laws are consistently being refined and redefined, making an understanding of the process and location of resources vital. Thus, the purpose of ED397 is to: (1) make prospective teachers aware of special education law and development, (2) make sure prospective teachers know the latest requirements for providing Free Appropriate Public Education (FAPE) to students with disabilities, (3) assist students in research of the laws, (4) learn current issues of special education within the CNMI, and (5) help students understand how legal requirements are the driving force behind nearly all current issues relating to special education.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Yell, M. L., *The Law and Special Education* 5th Edition. Pearson. 2019

Bateman, D., Yell, M. L., *Current Trends and Legal Issues in Special Education 1st Edition*. Corwin. 2019.

Recommended: None

B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester
2. **Lab:** None
3. **Other:** None

C. Credits

1. **Number:** 3
2. **Type:** Regular Degree Credits

D. Catalog Course Description

This course provides an opportunity for practical application of social, legal, and ethical issues in the field of special education. The topics covered include the history of special education and the laws that have shaped it, IEP's and other issues dealing with assessment, identification, instructional design, delivery, classroom environments, placements, and issues of ethical decision making for students with disabilities. Students will also have an opportunity to explore the provision of accommodations for students with disabilities, early intervention,

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instructional intervention, behavior interventions, legal issues, transition and assistive technology. Students will be responsible for researching and presenting on a critical issue in the field of special education, presenting on material regarding social, ethical, or legal issues, and reflecting on both their personal philosophy of special education and the portrayal of individuals with disabilities in society through film and other media. Students will also research current issues within the area of special education in the CNMI and how laws within CNMI govern it. Prerequisites: ED401 (Offered Fall).

E. Degree or Certificate Requirements Met by Course

This is a required course for all concentrations in the Bachelor of Science Degree in Education.

F. Course Activities and Design

This course incorporates lectures, demonstration, assigned projects, activities, presentations, course attendance and participation, forums, review of educational tools to reinforce learning and teaching, legal and ethical issues regarding exceptional students, research, and assessment.

4. Course Prerequisite(s); Concurrent Course Enrollment

Prerequisites: ED401

Concurrent Course Enrollment: None

Required English/Mathematics Proficiency Level(s)

English Placement Level: EN202

Mathematics Placement Level: MA132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a three (3) credit course and instructional materials fee.

Cost to the College: Instructors salary, A-V equipment and use, photocopying, and instructional resources.

Instructional resources needed for this course include: NMC Internet, CRC materials, projector and speaker.

6. Method of Evaluation

Students will be evaluated based upon the completion of goals and objectives as indicated in all assignments set by the School of Education faculty member:

1.0 Attendance/Participation

2.0 Presentations

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3.0 Observations

4.0 Reflections

5.0 Assignments

6.0 Quizzes

7.0 Examinations

NMC's and SOE's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Review of Prior Knowledge with a Legal Slant
 - 1.1 The legal system
 - 1.2 Legal research
 - 1.3 History of disability laws and regulations

- 2.0 Specific Legislation Affecting Students with Disabilities
 - 2.1 PL 94-142 and reauthorization
 - 2.2 Section 504 of the Rehabilitation Act of 1973
 - 2.3 The Americans with Disabilities Act (ADA)
 - 2.4 The Elementary and Secondary Education Act (ESEA)
 - 2.5 The Individual with Disabilities Education Act (IDEA)

- 3.0 Free Appropriate Public Education (FAPE)
 - 3.1 IDEA Mandate
 - 3.2 Components
 - 3.3 Related services and FAPE
 - 3.4 Litigation and FAPE
 - 3.5 Methodology
 - 3.6 Placement of students with disabilities
 - 3.7 Graduation
 - 3.8 School District Responsibilities (PSS)

- 4.0 Issues Affecting Identification, Assessment and Evaluation
 - 4.1 Definitions
 - 4.2 Process
 - 4.3 Protection of student in the evaluation procedures
 - 4.4 Interpretation of evaluations
 - 4.5 Reevaluations of students with disabilities
 - 4.6 Independent educational evaluations
 - 4.7 Accountability

- 5.0 Effective Individualized Education Programs (IEP)
 - 5.1 The IEP Mandate
 - 5.2 Purposes of the IEP
 - 5.3 IEP development and implementation
 - 5.4 Substantive requirements
 - 5.5 Litigation on the IEP
 - 5.6 How to fill out a CNMI IEP

- 6.0 Issues Surrounding Least Restrictive Environment
 - 6.1 LRE vs. Mainstreaming vs. Inclusion vs. Self-Contained
 - 6.2 Standards of LRE
 - 6.3 Model fro LRE
 - 6.4 Alternate placements
 - 6.5 Judicial Standards of Review

- 7.0 The Necessity of Procedural Safeguards
 - 7.1 General procedure AI requirements
 - 7.2 Rights of parents/guardians
 - 7.3 Dispute resolution
 - 7.4 Alternatives to the due process hearing

- 8.0 Legal/Cultural Issues of Disciplining Students with Disabilities
 - 8.1 Procedural due process
 - 8.2 Substantive due process
 - 8.3 IDEA and discipline and disciplinary procedures
 - 8.4 Disciplining students in the eligibility process
 - 8.5 Local school district responsibilities (PSS)

- 9.0 Other Current Issues
 - 9.1 Response to Intervention (RtI)
 - 9.2 Student records and Family Education Rights Privacy Act (FERPA)
 - 9.3 Providing special education services in private schools
 - 9.4 Liability for student injury
 - 9.5 Search and seizure
 - 9.6 Highly qualified status of special educators
 - 9.7 Transitions
 - 9.8 Collaboration

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8. Instructional Goals

The course will introduce students to:

- 1.0 Basic terminology used in special education;
- 2.0 Legal provisions and ethical principles regarding students that qualify for special education services;
- 3.0 Laws and policies regarding referral and placement procedures;
- 4.0 National and Commonwealth of the Northern Mariana Islands accommodations and modifications; and
- 5.0 Special education law and current issues within the CNMI.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Demonstrate skills and strategies needed by general education teachers for teaching exceptional students;
- 2.0 Explain how to collaborate with administrators, educators, and parents;
- 3.0 Interpret the laws and policies regarding referral and placement procedures;
- 4.0 Describe National and Commonwealth of the Northern Mariana Islands accommodations and modifications;
- 5.0 Describe screening, pre-referral, referral, and classification procedures; and
- 6.0 Describe CNMI special education current issues.

10. Assessment Measures of Student Learning Outcomes

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Projects/Homework;
- 2.0 Quizzes/Exams;
- 3.0 Presentations; and
- 4.0 Research Assignments.










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Final Audit Report

2022-12-12

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