RSED 8050/8050D Disabilities and the Law

**Auburn University Department of Special Education, Rehabilitation, & Counseling**

**Summer 2024 Mini-Semester May 16th to June 24th**

# Course Number: RSED 8050/8050D

**Course Title:** **Disabilities and the Law**

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| **Class Meeting**  **Date/Time** | **RSED 8050 graduate students** will attend live ZOOM class meetings on Monday & Wednesday 5:00pm to 8:45pm and  designated on campus class meetings held in Haley 1218  **RSED 8050D distance graduate students** will complete the course in an asynchronous format and can also attend class live ZOOM meetings Monday & Wed. .5:00pm to 8:45pm . |
| **Class Location** | Haley 1218 for delineated on campus meetings |

**Office hours:** Weekly ZOOM Office Hours by appointment

**Credit:** 3 semester hours

**Instructor:** Dr. Suzanne Woods-Groves, Ph.D.

**Instructor’s email:** [woodssu@auburn.edu](mailto:woodssu@auburn.edu)

**Instructor’s phone:** 334-844-7621

**Office location:** Haley Center 1232C

1. **Date Syllabus Prepared:** May 2024

**REQUIRED TEXTBOOKS:**

**Obtain your textbook before the first day of class.**

**ALL ACCESS TEXT:**

**Yell, M. L., (2019). *The Law and Special Education* (5th ed.). Upper Saddle River, NJ: Pearson.**

Please review ALL ACCESS information located in your CANVAS course home page.

**SEE ALL ACCESS information on the home page of your CANVAS course**.

**ADDITIONAL READINGS available via CANVAS**

Colker, R. (2017). Did the *Fry* decision under the IDEA overturn *Rowley*? *Journal of Law and*

*Education*, *46*(4), 443-457.

El Moussaui. S (2017). The Every Student Succeeds Act and its impact on vulnerable children.  *Journal of Law and Education*, *46*(3), 407-413.

Garda, R. (2017). *Fry v. Napoleon Community Schools*: Finding a middle ground. *Journal of Law and Education*, *46*(4), 459-477.

[Greene G., & Landmark, L. J. (2019). See you in court! How to avoid IDEA Transition-Related Mediations and Due Process Hearings. *Journal of Disability Policy Studies*, 30(3), 148-155.](https://journals-sagepub-com.spot.lib.auburn.edu/doi/pdf/10.1177/1044207319835193)

Hilyerd, W. A. (2005). Using the law library: A guide for educators-Part III: Oh statute (or regulation), where art thou? *Journal of Law and Education*, *34* (1), 101-116.

Hilyerd, W. A. (2005). Using the law library: A guide for educators-Part IV: Secondary sources to the rescue. *Journal of Law and Education*, *34* (2), 273-292.

Larson, E. D., Thurlow, M. L., Lazarus, S. S., & Liu, K. K. (2020). Paradigm shifts in states’ assessment accessibility polices: Addressing challenges in implementation. *Journal of Disability Policy Studies, 20(4), 244-252.*

Rubin, D.B. (2017). Standardized IEPs: One size fits none. *Journal of Law and Education*, *46* (2), 227-233.

Turnbull, H.R., Turnbull, A.P., Cooper, D.H. (2018). The Supreme Court, *Endrew*, and the appropriate education of students with disabilities. *Exceptional Children*, *84*(2), 124-140.

Valverde, J.R (2017). An indefensible idea: Eliminating individualization from the Individuals with Disabilities Education Act. *Journal of Law and Education*, *46* (2), 235-243.

Yell, M.L. (2017). Individualization is special education: A response to Czapansky. *Journal of Law and Education*, *46* (2), 245-252.

Yell, M.L., Katsiyannis, A., Ennis, R. P, Losinski, M, (2013). Avoiding procedural errors in IEP development. *Teaching Exceptional Children*, *46*(1), 56-66.

Yell, M.L., Katsiyannis, A., Rose, C., & Houchins, D. (2016). Bullying and Harassment of Students with Disabilities in Schools: Legal Considerations and Policy Formation. *Remedial and Special Education*, *37*, 274-284.

Zirkel, P.A. (2018). Response to intervention and child find: A legally problematic intersection? *Exceptional Children, 84 (4), 368-383.*

Zirkel, P.A. & McGuire B.L. (2010). A roadmap to legal dispute resolution for students with disabilities. *Journal of Special Education Leadership*, *23*, 100-112.

Zirkel, P.A. & Scala G. (2010). Due process hearing systems under the IDEA: A state-by-state survey. *Journal of Disability Policy Studies*, *21*, 3-8.

Source for annotated bibliographies

<https://libguides.avondale.edu.au/c.php?g=932947&p=6781631>

# COURSE DESCRIPTION:

This course will include an overview of legal challenges, precedents, and outcomes of legislation and case law related to individuals with disabilities in American society. A primary focus will be education and employment issues as they relate to rights, privileges, discrimination, and empowerment of individual with disabilities across the lifespan.

1. **Student Learning Outcomes: After completing this course you will:**

***COURSE OBJECTIVES*: After appropriate learning activities, the student will:**

1. Demonstrate knowledge of the history of disability legislation and litigation

2. Demonstrate knowledge of the essential concepts and features of the legal process

3. Demonstrate knowledge of educational and employment rights for PWD

4. Demonstrate knowledge of rational arguments on controversial issues

5. Locate sources of information regarding legislation and litigation

**5. COURSE CONTENT SCHEDULE This syllabus** is a tentative outline for the course and is **subject to change** with advance notice from the instructor.

**This is a compressed mini-semester course. You will cover the same amount of material you would cover in a traditional semester course.**

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date** |
| **05/20**  **Monday**  **MODULE 1**  **ZOOM Meeting** | **Module 1:**   * Course Introduction * Foundational law components * Primary sources for legal research * Code of federal regulations & citations * Components of federal court systems * ID parts of judicial opinion * Evolution of Special Ed. law | **Textbook:**  Yell (2019) *The Law and Special Education*  *Chapters 1-2*  **Readings in CANVAS:**  Hilyerd, (2005). *Journal of Law and Education*, *34* (1), 101-116.  Hilyerd, (2005). *Journal of Law and Education*, *34* (2), 273-292. | **Due Sunday 05/26**  Quiz 1 Yell Ch. 1-2 Hilyerd articles |
| **05/22**  **Wed.**  **MODULE 2**  **ZOOM Meeting** | **Module 2:**   * History of exclusion * Parental Advocacy * Civil Rights & Equal Opportunity * Federal Laws * “From access to accountability” * Individuals with Disabilities Act * Historical past of IDEA * Purpose & major principles of IDEA   **Discuss Case Brief** | **Textbook:**  Yell (2019) *The Law and Special Education*  *Chapters 3 to 4*  **Readings in CANVAS:**  Rubin (2017). *Journal of Law and Education*, *46* (2), 227-233.  Valverde (2017). *Journal of Law and Education*, *46* (2), 235-243.  Yell, (2017). *Journal of Law and Education*, *46* (2), 245-252. | **Due Sunday 06/02**  Quiz 2 Yell Ch. 3-4 Rubin & Valverde articles |

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| **Dates** | | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** | |
| **05/27** | **Holiday**  **No Class Meeting** | |  | |  | |
| **05/29**  **Wed**  **MODULE 2 continued**  **No Class Meeting** | **Module 2 continued**  **No class meeting**  **Work on Case Brief** | |  | |  | |
| **06/03**  **Monday**  **MODULE 3**  **ZOOM Meeting** | **Module 3:**   * Section 504 of Rehabilitation Act 1973 * Purpose of 504 * Eligibility 504 * School Districts’ 504 requirements * Americans with Disabilities Act * ADA requirements/eligibility * U.S. Supreme court decisions | | **Textbook:**  Yell (2019) *The Law and Special Education*  *Chapters 5 to 6*  **Readings in CANVAS:**  Colker, R. (2017). *Journal of Law and Education*, *46*(4), 443-457  Garda, R. (2017). *Journal of Law and Education*, *46*(4), 459-477. | | **Due Sunday 06/09**  Quiz 3 Yell Ch. 5-6 Yell, Coker, & Garda articles | |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
| **06/05**  **Wed**  **MODULE 5**  **On Campus Meeting** | **Module 5**   * Every Student Succeeds Act 2015 * Development of ESSA * Requirements of ESSA * Changes in ESSA * Free Appropriate Public Education * IDEA & FAPE * Components of FAPE * U.S. Supreme Court cases * Peer-Reviewed research * Implementation & monitoring of FAPE   **Introduce Debate Project** | **Textbook:**  Yell (2019) *The Law and Special Education*  *Chapters 7 to 8*  **Readings in CANVAS:**  El Moussaui. S (2017). *Journal of Law and Education*, *46*(3), 407-413.  Turnbull, H.R., Turnbull, A.P., Cooper, D.H. (2018). *Exceptional Children*, *84*(2), 124-140. | **DUE Due Sunday 06/09**   * Quiz 4 Yell Ch. 7-8 Moussaui & Turnbull articles   **DUE June 05 Wed.**  **Case Brief Presentations**  **Case Brief Due**  Application Activity 2 |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
| **06/10**  **Monday**  **MODULE 6**  **ZOOM Meeting** | **Module 6**   * Identification & Child Find * Assessment & Evaluation Processes * Protection IDEA & Parents * FAPE & assessment * IEP components, LRE, FAPE * U.S. Supreme Court Cases * IEP Procedural components | **Textbook:**  Yell (2019) *The Law and Special Education*  *Chapters 9 to 10*  **Readings in CANVAS:**  Yell, M.L., Katsiyannis, A., Ennis, R.P., Losinski, M., Christle, C. (201**3**). *Teaching Exceptional Children*, *49* (1), 31-40.  Larson, E. D., Thurlow, M. L., Lazarus, S. S., & Liu, K. K. (2020). *Journal of Disability Policy Studies, 20(4), 244-252.* | **Due Sunday 06/16**  Quiz 5 Yell Ch. 9-10 Yell & Larson articles  Application Activity 3 |
| **06/12**  **Wed**  **MODULE 7** | **Module 7**   * Least Restrictive Environment * LRE & IDEA * LRE Continuum * Case Decisions * Procedural Safeguards * Dispute resolution IDEA * Pertinent Cases | **Textbook:**  Yell (2019) *The Law and Special Education*  *Chapters 11 to 12*  **Readings in CANVAS:**  Zirkel, P.A. & McGuire B.L. (2010). *Journal of Special Education Leadership*, *23*, 100-112.  Greene, G., & Landmark, L. J., (2019). *Journal of Disability Policy Studies*, 30(3), 148-155. | **Due Sunday 06/16**  Quiz 6 Yell Ch. 11-12 Zirkel & Greene articles  Application Activity 4 |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
| **06/17**  **Monday**  **MODULE 8**  **On Campus Meeting** | **Module 8**   * Discipline & Students with Disabilities * Procedural Due Process * Due Process Rights of Students * Addressing problem behaviors & IEP * Legal requirements of FBA & BIPs * Manifestation Determination * Bullying * RTI * Charter School * Students’ Educational Records * Student Injury | **Textbook:**  Yell (2019) *The Law and Special Education*  *Chapters 13 to 14*  Yell, M.L., Katsiyannis, A., Rose, C., & Houchins, D. (2016). R*emedial and Special Education*, *37*, 274-284.  Zirkel, P.A. (2018). *Exceptional Children, 84 (4), 368-383.* | **Due Monday 06/20**  Quiz 7 Yell Ch. 13-14 Zirkel & Yell articles  Application Activity 5  **DUE June 17th**  **Debate Presentations Due** |
| **06/19**  **Wed** | **Juneteenth**  **No Class Meeting** |  |  |
| **06/20**  **Week 8**  **MODULE 10** | **Projects and Make up Day** |  |  |

* 1. **COURSE REQUIREMENTS/EVALUATION:**

**Students are required to**

a) Successfully complete all required activities, quizzes, and projects and will submit their projects via CANVAS no later than the date designated for each project,

b) Take and pass all required exams,

c) Watch all class lectures,

d) Read assigned materials within the delineated time.

* Weekly ZOOM Office Hours are available by appointment. Email your instructor, to make an appointment. The instructor will send you a ZOOM link. You can attend via video or audio.
* Students are required to visit the CANVAS course site regularly to access course material, lectures, activities, assignments, quizzes, and exams via CANVAS. All lectures will be recorded and available via CANVAS. Students will watch all lectures and will complete assigned readings, quizzes, activities, and coursework in a timely manner.

# PARTICIPATION POINTS (30 points per module = 210 total)

Participation points are earned by watching 100% of all videos and if you did not attend the ZOOM sessions, the Class meeting videos. Panopto records statistics of your viewing record. Videos must be watched to 100% completion.

# QUIZZES (350 points)

There will be seven online quizzes **each worth 50 points**. The quizzes will focus on the required readings, course materials, and class activities. The quizzes will be allow students to demonstrate their knowledge of key components and concepts presented in assigned readings and course material. **You should complete these quizzes individually with your answers representing your own work.**

**3**. **APPLICATION ACTIVITIES (200 points)**

**There will be 4 Application Activities, each worth 50 points**. Each Application Activity is designed to offer you a chance to demonstrate critical thinking and explore concepts and skills introduced within this course. The Application Activities can only be COMPLETED ONCE and ARE NOT TIMED.

**4. PRESENTATION OF ETHICAL DEBATE (200 points)**

Each student will choose a controversial issue related to disabilities from a list provided from the instructor. The student will research the debate topic by completing an annotated bibliography. The student will prepare 20-minute presentation (using a program such as PowerPoint) and lead a class discussion which articulates both or multiple positions /views related to the issue. In addition, students will write a summary of their position(s).

**5. CASE BRIEF (200 points)** Each student will be assigned a case related to disabilities to brief. Each student will complete a brief and will prepare a 20-minute presentation of this information for the class. Students will write a brief and will prepare a presentation.

* 1. **EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

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| --- | --- | --- |
| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible** |
| **Participation Points** | 30 | 210 |
| **Quizzes (7)** | 50 | 350 |
| **Case Briefing Assignment** | 200 | 200 |
| **Ethical Debate Presentation** | 200 | 200 |
| **Application Activities (4)** | 50 | 200 |
| **Total Points** |  | **1,160** |

# Final Course Grades will be Assigned for Undergraduate or Graduate as follows:

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **1,044 to 1,160** |
| **B** | **80- 89** | **928 to 1,043** |
| **C** | **70-79** | **812 to 927** |
| **D** | **65-69** | **754 to 800** |
| **F** | **64 and below** | **753 and below** |

* 1. **CLASS POLICY:**

*Extra Credit:* No extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

**ACADEMIC INTEGRITY**

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**POLICY STATEMENTS**

**Excused Absences: Please also please read the Covid-19 policy information located within this syllabus.** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

**Make-Up Policy**: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Assignments:*** All written assignments are expected to use person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. **Please do not email me assignments, they will not be graded. All Assignments must be submitted via CANVAS and typed.**

All assignments must be turned in when due via CANVAS unless otherwise indicated. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

***Professionalism:*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephone, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See *Tiger Cub*).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

**READ COVID-19 Auburn University Policy via the COVID-19 Resource Center Website** <https://auburn.edu/covid-resource-center/>

**Mental Health**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs](http://wp.auburn.edu/scs/).

**Ethical Debate Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4 per category** | **3 per category** | **2 per category** | **0-1 per category** |
| CEC Advanced Standard 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities. | | | | |
| **Annotated Bibliography**  **of Topic** | An annotated bibliography contains at least 3 peer-reviewed articles that are annotated and contain all delineated components from example. | An annotated bibliography contains at least 3 peer-reviewed articles that are annotated and contains all delineated components from example but that lacks detail | An annotated bibliography contains at least 2 peer-reviewed articles that are annotated and contains all delineated components from example but that lacks detail. | An annotated bibliography contains at least 1 peer-reviewed articles that are annotated and contains all delineated components from example but that lacks detail. |
| **Understanding of Topic** | The presenter clearly demonstrated deep understanding of the topic and presented his/her information convincingly. | The presenter clearly understood the topic in-depth and presented his/her information with ease. | The presenter seemed to understand the main points of the topic and presented those with ease. | The team did not show an adequate understanding of the topic. |
| **Rebuttal** | All arguments and counter-arguments were accurate, relevant and strong. | Most arguments and counter-arguments were accurate, relevant, and strong. | Most arguments and counter-arguments were accurate and relevant, but several were weak. | Arguments and counter-arguments were not accurate and/or relevant |
| **Use of Facts/Statistics** | Every major point was well supported with several relevant facts, statistics and/or examples. | Every major point was adequately supported with relevant facts, statistics and/or examples. | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. | Every point was not supported. |
| CEC Advanced Standard 5.0 Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments. | | | | |
| CATEGORY | **4 per category** | **3 per category** | **2 per category** | **0-1 per category** |
| **Connection to Policies and Practices** | The presenter provides a detailed explanation as to how ethical issue and policies or practices in the field of disability that exist, or for which one might advocate. | The presenter makes a clear connection between the ethical issue and policies or practices that exist or for which one might advocate. | The presenter states policies or practices in the field of disability that exist, or for which one might advocate. The connection between the ethical issue is not clear. | There is no mention of and policies or practices in the field of disability that exist or for which one might advocate. |
| CATEGORY | **4 per category** | **3 per category** | **2 per category** | **0-1 per category** |
| **Presentation Style** | The presenter consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | The presenter usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | The presenter sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | The presenter had a presentation style that did not keep the attention of the audience. |

1. **Presentation of Case/Litigation History:** Each student will be assigned a case related to disabilities to brief. Each student will prepare a ten-minute presentation of this information for the class.

**Case Presentation Grading Rubric**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4 per category** | **3 per category** | **2 per category** | **1 per category** |
| **Presentation Style** | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation and volume is loud enough to be heard by all audience. Speech is clear with no mispronunciations | Presenter does not appear relaxed. Stands up straight and establishes eye contact with everyone in the room during the presentation and volume is loud enough to be heard most of the time. Speech is unclear at times with up to 3 mispronunciations | Presenter does not appear relaxed. Sometimes stands up straight and establishes eye contact. Volume is loud enough half of the time. Speech is unclear at times with up to six mispronunciations | Presenter does not appear relaxed. Slouches and/or does not look at people during the presentation. Volume often too soft to be heard by all audience members. Speech is unclear at times with ten or more mispronunciations. |
| **Stays on Topic** | Stays on topic throughout entire presentation | Stays on topic most of the time. | Stays on topic some half of the time | It was hard to tell what the topic was. |
| CEC Advanced Standard 6.1 Maintain a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership. | | | | |
| CATEGORY | **4 per category** | **3 per category** | **2 per category** | **1 per category** |
| **Case background** | Background is explained accurately and in detail | Some background details are vague or explained in a way that is confusing | Some background details are missing for the explanation | Significant or important details regarding the case background are missing |
| **Content related to case details** | All content is accurate. | Most of the content is accurate, but there are lapses in logic or time line of case | At least half of the content is presented or presented accurately | Significant gaps in content, less than half of the content or pertinent details are presented |
| **Understanding of Topic** | The presenter clearly understood the topic and presented their information forcefully and convincingly. | The presenter clearly understood the topic and presented their information with ease. | The presenter seemed to understand the main points of the topic and presented those with ease. | The team did not show an adequate understanding of the topic. |
| **Stays on Topic** | Stays on topic throughout entire presentation | Stays on topic most of the time. | Stays on topic some half of the time | It was hard to tell what the topic was. |

**Format for Briefing a Case**

1. *Name & citation of case*:
2. *Facts*: Explain the essential facts of the case. Tell the story of the case.
3. *Decision in administrative hearings and the lower courts*: State the decision in administrative hearings and in the lower court(s).

4. *Rationale*: This is a very important part of the case brief. You must explain the gist of the court ruling, (i.e., why the court arrived at its holding).

*5. Holding*: The ruling of the court.

*6. Scope of the holding*: Identify the jurisdiction of the court and the population addressed by the court.

*7, Dissenting opinions:* In cases out of the U.S. Courts of Appeals and the U.S. Supreme Court, there may be dissenting opinions. Were there any dissenting opinions? If so, what were their primary reasons for dissenting from the majority opinion?

*8. Significance of the case*: Explain how this case was significant to the field of special education.