

SYLLABUS ~ Summer 2014
 Brigham Young University
 Department of Counseling Psychology and Special Education

Course Title: CPSE 470 Collaboration and Legal Issues in Special Education

Course Credit: 3 semester hours

Room & Time: M-W 3:00 – 5:50 pm, Room 160 MCKB (Mild/Moderate Licensure)
 T-Th 4:00 – 6:50 pm, Room 160 MCKB (Severe Licensure)

Instructor: Dr. Betty Ashbaker
 340-Q MCKB
 422-8361
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Darren Hansen
 Teaching Assistant
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Office Hours: I am generally available Monday through Wednesday, but prefer scheduled appointments-usually after class or by other pre-arrangement. I can better prepare to meet your needs and avoid interruptions during our meeting, if you pre-arrange an appointment. My teaching assistant is available by appointment only. Feel free to email him any time and he will get back to you as soon as he possibly can.

Course Description and Objectives:

This course is a study of collaboration in public education and the laws influencing education of students with disabilities. This course includes issues of public education, intensive study of Americans & individuals with disabilities acts, family rights, and elementary and secondary education acts.

The purpose of this course is to provide students with a basic understanding of the legal issues associated with providing special education services to students with disabilities. In addition, a significant underlying purpose of the course is to foster attitudes, which facilitate the appropriate accommodation of students with disabilities and their families in school and community settings. Teacher candidates are expected to demonstrate mastery of the course objectives that are listed on the Learning Suite site:

NCATE Standards	Course Objectives	Learning Activity	Evaluation
	<u>Students will describe, discuss and/or apply:</u> 1. The six principles basic to P.L. 94-142/IDEA/IDEA 04.	Lecture	Quizzes & Exams
CC1, K4, K5, S2; CC3, K3, K4, S2; CC6, K1; CC8, S7, S9 CC5S1, CC9S6, CC8S6	Rules governing the provision of special education services. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. +Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. +Use assessment information in making ineligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	IEP paperwork, Weekly assignments	Quizzes & Exams Research paper
CC1K8, CC5K9, CC8K2	Historical points of view and contribution of culturally diverse groups. Ways specific cultures are negatively stereotyped Legal provisions and ethical principles regarding assessment of individuals.	Lecture, readings, presentations & quizzes	Paper
CC1, K4, K5, S2; CC3,	3. Duties and responsibilities of school personnel in relation to	IEP meeting report,	

K3, K4, S2; CC6, K1; CC7, K3; CC8, S3, S7, S9, CC9S6, CC10S10	provision of special education services. +Use assessment information in making eligibility, program, and placement decisions for individuals.	IEP team activities	Quizzes & Exams
CC1, K4, S2; CC3, S2; CC6, K1; CC7, K4; CC8, S7, S9	4. Unique aspects of the State of Utah programs for special education—e.g. referral procedures, definitions and classification procedures, transitions plans, mediation requirements, graduation requirements, suspension/expulsion procedures, the referral to placement process.	IEP paperwork, IEP meeting report	Quizzes & Exams
CC6, K1	6. Emerging controversial issues and trends in special education law and litigation: extended school year, attorney's fees, behaviorally disordered v. socially maladjusted, LRE, confidentiality, inclusion, and discipline.	Weekly assignment, Due process hearing assignment	Quizzes & Exams
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.	Text readings, lecture	Quizzes, presenting
CC6, K1; CC8, S7, S9	7. Specific OCR and OSEP policy rulings.	Lecture	Quizzes & Exams
	8. The implications and impact of Section 504 requirements in terms of IDEA 04 requirements.	Lecture, Weekly assignments	Quizzes & Exams
CC1, K4, K5, S2; CC3, K3, K4, S2; CC6, K1; CC7, K3, K4, K5; CC8, S3, S7, S9	9. Specific requirements of IDEA 97 and ADA.	Lecture and reading, Weekly assignments	Quizzes & Exams
CEC Professional Ethical Principles (Jan 22, 2010)	H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.	Lecture and reading, Weekly assignments	Paper Exams & Quizzes
CEC Professional Ethical Principles (Jan 22, 2010)	I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.	Lecture and reading, Weekly assignments	Paper Exams & Quizzes
CEC Professional Ethical Principles (Jan 22, 2010)	J. Advocating for professional conditions and resources that will improve learning outcomes of 1individuals with exceptionalities.	Lecture and reading, Weekly assignments	Paper Exams & Quizzes
CEC Standards: Assessment #8 Legal and Ethical Guidelines	Special Education Standard #8: Assessment Common Core Knowledge: CC8K1 Basic terminology used in assessment. CC8K2 Legal provisions and ethical principles regarding assessment of individuals. CC8K3 Screening, prereferral, referral, and classification procedures. CC8K4 Use and limitations of assessment instruments. CC8K5 National, state or provincial, and local accommodations and modifications. Skills: CC8S1 Gather relevant background information. CC8S2 Administer nonbiased formal and informal assessments. CC8S3 Use technology to conduct assessments. CC8S4 Develop or modify individualized assessment strategies. CC8S5 Interpret information from formal and informal assessments. CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. CC8S7 Report assessment results to all stakeholders using effective communication skills. CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs. CC8S9 Create and maintain records.	Lecture and reading, Weekly assignments	Paper Exams & Quizzes

Course Expectations/ Student and Professor Responsibilities:

Student/Teacher candidates will:

- a. *BYU Honor Code and Dress Code:* Adhere to the BYU Honor and dress codes.
- b. *Preparation:* Be prepared for each class by completing assignments and readings from the text, and handouts. Come to class prepared to discuss and evaluate materials.
- c. *Participation:* Actively participate in classroom presentations, collaborative learning groups, electronic and classroom discussions.
- d. *Attendance:* Attend all class sessions. You are responsible for notes and materials that are disseminated each week as part of the weekly class session. Give prior notice to the TA of any necessary absences or tardiness. Remember there are only 8 weeks in this term and there's a lot of information to cover—so attendance is important.
- e. *Written Work:* Complete and submit assignments on time. Written reports are expected to be professional: proofread your report at least once prior to submitting it. Reports should be free of spelling, grammatical, and typographical errors. Typewritten reports should be written in American Psychological Association 6th Edition style.
- f. *Assignments:* All readings must be done by Monday of the week it will be discussed (follow the course schedule) The reading is vital to the discussion of the chapter content. You must demonstrate competency by the end of each week on each chapter. It is expected that all written work reflect the efforts of the individual student (except for cooperative learning group projects). Identical work submitted by two or more students will be regarded as plagiarism. **No late assignments are accepted**—except in rare extenuating circumstances such as extreme student illness or family death. These will be addressed on an individual basis. See Dr. Ashbaker regarding these.
- g. No visitors (including children) can attend any class without prior approval from the Professor.
- h. **Professionalism.** Conduct self in accordance with standards of professionalism.
- i. **Students with Disabilities:** Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422- 5895, D-282 ASB.
- j. There is a standard for electronic etiquette in this class – students are more attentive to lectures and group discussions when you are not busy working on computers (cell phones, Ipods) **on unrelated tasks** (e.g., email, instant messaging, web surfing) during class/meeting times. Rather, computers should be used to enhance your participation with the group (e.g., taking notes, scheduling meetings, legal issues). Texting during class time is inappropriate. Please monitor your own behavior—don't embarrass me by requiring me to deal with this. (I will ask you to leave the classroom).

The PROFESSOR and Assistant will:

- ☺ Come to class prepared.
- ☺ Teach using effective instruction techniques based on research literature.
- ☺ Maintain office hours.
- ☺ Teach individuals to use self-assessment, problem solving, and other meta-cognitive strategies.

- ☺ Select, adapt, and use instructional strategies and materials according to characteristics of individuals with exceptional learning needs.
- ☺ Teach collaboration techniques.
- ☺ Conduct self in accordance with standards of professionalism.
- ☺ Use strategies to facilitate maintenance and generalization of skills across learning environments.
- ☺ Use procedures to increase the individual's self-awareness, self-management, self-control, and self-reliance.

Methodologies/Teaching Strategies: The course content will be learned primarily through the following strategies: large/small group discussion, research, team submission and evaluation of written work, role-play activity, and library/Internet access.

Instructional Methods and Activities:

Amount of Class Time

Large group instruction/discussion	40%
Guest speakers--on selected topics	5%
View videos on topics associated with the course	5%
Students present to the class on selected topics	15%
Case studies—a limited percentage of time will be spent on case studies or unique situations that involve analysis and problem solving	25%
Simulation activities in small groups	10%
Total Class Time	100%

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Course Requirements: Please see Learning Suite

Required Texts:

- ◆ Osborne, A.G. & Russo, C. (2014) Special education and the law: A guide for practitioners (3rd ed.). Thousand Oaks, CA: Corwin Press.
- ◆ American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- ◆ State of Utah Special Education Rules available at <http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Rules-and-Regulations.aspx>