

Instructor/TA Info

Instructor Information

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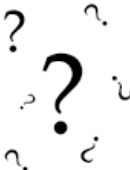
Course Information

Description

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 the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), the 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 Learning Suite.

Text and Materials

Item	Price (new)	Price (used)
 <u>SPECIAL EDUCATION & LAW 3E</u> - Required by OSBORNE, A	41.95	

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%

C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

P.L. 94-142/IDEA/IDEA 04

Students will describe, discuss and/or apply:

1. The six principles basic to P.L. 94-142/IDEA/IDEA 04.

Provision of special education services

Rules governing the provision of special education services.

Learning environment

Create a safe, equitable, positive and supportive learning environment in which diversities are valued.

Sensitivity

Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

Assessment information

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.

Historical points of view

Historical points of view and contribution of culturally diverse groups.

Ways specific cultures are negatively stereotyped

Ways specific cultures are negatively stereotyped.

Legal provisions

Legal provisions and ethical principles regarding assessment of individuals.

Duties and responsibilities

3. Duties and responsibilities of school personnel in relation to provision of special education services.

Assessment information

Use assessment information in making eligibility, program, and placement decisions for individuals.

Communication with families from diverse backgrounds

Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

Additional Online Materials

United States Code

<http://www.gpo.gov/fdsys/granule/USCODE-2011-title20/USCODE-2011-title20-chap33-subchapl-sec1400>

Code of Federal Regulations

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title34/34cfr300_main_02.tpl

U.S. Department of Education - IDEA

<http://idea.ed.gov/>

Utah Special Education Rules

<http://schools.utah.gov/sars/DOCS/law/utspedrules010614.aspx>

Section 504 and the ADA

<http://www.schools.utah.gov/equity/Civil-Rights-Information/Section-504.aspx>

<http://www.ada.gov/>

Publication Manual of the American Psychological Association

<http://www.apastyle.org/>

Assignments & Grading

Attendance	60
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Pre-Assessment	20
Quizzes	125
Case Study	50
Research Paper	150
TA Research Paper Review	20
Research Paper Presentation	50
Final	150
Total Points	625

Class Set-Up

The course content will be learned primarily through the following strategies: Group discussions, research, written work, and presentations.

Instructional Methods and Activities Class Time:

Lecture	35%
Class Discussion	35%
Case studies and Simulations	20%
Student Presentations	10%
Total Class Time	100%

Responsibilities

Teacher Candidates Will:

1. Adhere to BYU honor and dress codes.
2. Be prepared for each class by completing assignments, and readings. Readings should be completed prior to the class session.
3. Be prepared to come to class and discuss materials. Actively participate in class discussions.
4. Attend all class sessions.
5. Complete and submit assignments on time. Research papers are expected to be professional and written in American Psychological Association (APA) style. No late assignments are accepted, except in rare extenuating circumstances such as extreme illness or family death. These will be address on an individual basis. Please contact me directly with concerns.
6. Maintain electronic etiquette during class time. Computers should be used to enhance your learning in note taking, scheduling and reviewing legal issues. Texting, personal email and social media during class is inappropriate.

Professor Will:

1. Come to class prepared.
2. Teach using effective instruction techniques based on research literature.
3. Meet with students when appointments are scheduled.
4. Provide insight on current trends in special education, and other disability related law.
5. Conduct herself in accordance with the standards of professionalism.

Assignment Details

Attendance/Participation 60 Points

You are expected to attend all class sessions and participate in class discussions and activities. Tardiness or leaving early may lead to grade reductions. Excused absences will be reduced to 3 points out of 5.

Pre-Assessment 20 Points

This will be completed the first day of class. Full points will be given to teacher candidates that do their best to answer the questions. The objective to this activity is to understand what you may already know.

Quizzes 125 Points

Quizzes will open on Learning Suite following each Wednesday class session and will close before class each Monday. Quizzes are focused on readings and class discussions. The purpose is to give you opportunities to show your thinking and understanding as you learn the legal requirements of IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Quizzes are open book and open note, they should be completed independently.

Case Study 50 Points

We will be discussing legal cases where the dispute is related to special education and other areas of disability law. You will work with a partner to present the facts of a given case and the two sides of the argument.

Research Paper 150 Points

Detailed research paper on an assigned topic. This will be discussed in class with rubric and other guidelines distributed at that time.

TA Research Paper Review 20 points

You will be expected to meet with the TA for this class at least once to review your research paper and get feedback. The TA will be available for additional visits upon request.

Research Presentation 50 Points

Teacher candidates will work with partner teacher candidate or on their own to do a 10 minute presentation on research paper. The presentation will be prepared as a professional development presentation for faculty and staff in the school setting. The presentation should offer an overall synthesis of your research.

Final Exam 150 Points

The final exam is individual, written, and open book. This is a comprehensive exam covering materials from the entire course. **No early or late exams will be given.** Please refer to the BYU final exam policy <http://registrar.byu.edu/registrar/acadsched/finalExam.php>.

Assignments

Assignment Description

Class 1

Jun
20

Due: Monday, Jun 20 at 6:00 pm

Pre-assessment

Jun
20

Due: Monday, Jun 20 at 11:59 pm

Class 2

Jun
22

Due: Wednesday, Jun 22 at 6:00 pm

Quiz 1

Jun

27 Due: Monday, Jun 27 at 4:00 pm

History, law, regulations, and procedures

Class 3

Jun 27 Due: Monday, Jun 27 at 11:59 pm

Class 4

Jun 29 Due: Wednesday, Jun 29 at 6:00 pm

Quiz 2

Jul 04 Due: Monday, Jul 04 at 4:00 pm

FAPE, LRE, Entitlement, Child Find, Related Services, Assistive Technology, Transition

Class 5

Jul 06 Due: Wednesday, Jul 06 at 6:00 pm

Class 6

Jul 11 Due: Monday, Jul 11 at 6:00 pm

Class 7

Jul 13 Due: Wednesday, Jul 13 at 6:00 pm

Quiz 3

Jul 15 Due: Friday, Jul 15 at 4:00 pm

Parent and student rights, FERPA, referral, evaluation, classification and IEP Development

Class 8

Jul 18 Due: Monday, Jul 18 at 11:59 pm

Class 9

Jul 20 Due: Wednesday, Jul 20 at 6:00 pm

Quiz 4

Jul
22

Due: Friday, Jul 22 at 7:00 pm

Due Process Procedures, Evaluation, IEP Development, Placement, and Student Discipline

Class 10

Jul
27

Due: Wednesday, Jul 27 at 6:00 pm

Class 11

Aug
01

Due: Monday, Aug 01 at 6:00 pm

TA Research Paper Review

Aug
01

Due: Monday, Aug 01 at 11:59 pm

Class 12

Aug
03

Due: Wednesday, Aug 03 at 6:00 pm

Quiz 5

Aug
05

Due: Friday, Aug 05 at 4:00 pm

Dispute Resolution and Remedies

Research Paper

Aug
08

Due: Monday, Aug 08 at 11:59 pm

Research Presentation

Aug
08

Due: Monday, Aug 08 at 11:59 pm

Course Evaluation

Aug
08

Due: Monday, Aug 08 at 11:59 pm

Case Study

Aug

Due: Monday, Aug 08 at 11:59 pm

Final Exam

Aug
10

Due: Wednesday, Aug 10 at 5:00 pm

Schedule

Date	Readings	In Class	Assignments
Week 1			
M Jun 20 Monday	First Day of Summer Term (06/20/2016 - 08/08/2016) Read Syllabus	Introductions Review of Course Determining Research Paper Topic Understanding the Law	
W Jun 22 Wednesday	Chapter 1 (Pages 1-23)	Chapter 1: Special Education Law	Quiz 1 Opens
Week 2			
M Jun 27 Monday	Add/Drop Deadline (Full Semester & 1st Term) Chapter 2 (Pages 27-55)	Chapter 2: Rights to a Free Appropriate Public Education (FAPE)	Quiz 1 Closes
W Jun 29 Wednesday	Chapter 3 (Pages 65-89)	Chapter 3: Related Services, Assistive Technology, and Transition Services Case Studies	Quiz 2 Opens
Week 3			
M Jul 04 Monday	Independence Day Holiday		Quiz 2 Closes
W Jul 06 Wednesday	Chapter 4 (Pages 95-113)	Chapter 4: Parent and Student Rights Case Studies	
Week 4			
M Jul 11 Monday	Chapter 5 (Pages 117-144)	Chapter 5: Due Process Procedures for Evaluation, Development of IEP's and Placement Case Studies	Quiz 3 Opens
W Jul 13 Wednesday	Chapter 5 & 6 (153-180)		

		Chapter 5: Due Process Procedures for Evaluation, Development of IEP's and Placement Chapter 6: Student Discipline Case Studies	
F Jul 15 Friday			Quiz 3 Closes
Week 5			
M Jul 18 Monday	Chapter 6 (153-180)	Chapter 6: Student Discipline Case Studies	Quiz 4 Opens
W Jul 20 Wednesday	Chapter 7 (185-214)	Chapter 7: Dispute Resolution Case Studies	
F Jul 22 Friday			Quiz 4 Closes
Week 6			
M Jul 25 Monday	Pioneer Day Holiday		
W Jul 27 Wednesday	Research Paper and Presentation	Research Paper and Presentation	
Week 7			
M Aug 01 Monday	Chapter 8 (227-256)	Chapter 8: Remedies for Failure to Provide a FAPE Case Studies Research Presentations	TA Research Paper Review Quiz 5 Opens
W Aug 03 Wednesday	Chapter 9 (267-290) Chapter 10 (295-305)	Chapter 9: Section 504 and the Americans with Disabilities Act Chapter 10: Conflict Management: IDEA Compliance Case Studies Research Presentations	
F Aug 05 Friday			Quiz 5 Closes
Week 8			
M Aug 08 Monday	Last Day of Summer Term (06/20/2016 - 08/08/2016)	Final Exam Review Research Presentations	Case Study Research Paper Research Presentation
T Aug 09 Tuesday	Summer Exam Preparation (08/09/2016)		

	- 08/09/2016)		
W Aug 10 Wednesday	First Day of Summer Final Exams (08/10/2016 - 08/11/2016) Final Exam: B062 JFSB 5:00pm - 6:50pm	Final Exam: 166 MCKB 5:00pm - 6:50pm	Final Exam

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that 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 (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.