

Instructor

Instructor Information

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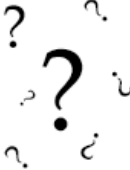
Course Information

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, the Americans with Disabilities Act (ADA), 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. School psychology students are expected to demonstrate mastery of the course objectives that are listed on Learning Suite.

Materials

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

Additional Online Materials

National Association of School Psychologist (NASP) Professional Standards and Training

<http://www.nasponline.org/standards/practice-model/domains.aspx>

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

Quizzes (5 at 25 points each)	125
Research Paper	150
Professional Development Presentation	50
Final Exam	150
Attendance/Participation	35
Total Points	510

Assignment Details

1. Quizzes 125 Points

Quizzes will open on Learning Suite following each class session. 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.

2. 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.

3. Professional Development Presentation 50 Points

On the final day of class each student will do a 10 minute presentation on the 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.

4. Final Exam 150 Points

The final exam is online, take home, and open book/notes. It must be taken individually, you cannot take it with your peers. 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>.

5. Attendance/Participation 35 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.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	0%
D	0%
D-	0%
E	0%

Learning Outcomes

Knowledge

Students will demonstrate knowledge in special education law.

Public Law 94-142 (IDEA)

Students will describe, discuss and/or apply principles basic to P.L. 94-142 The Individuals with Disabilities Education Act (IDEA).

Provision of Special Education Services

Students will understand and apply 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 and Stereotypes

Historical points of view and contribution of culturally diverse groups.

Ways specific cultures are negatively stereotyped.

Legal Provisions

Legal provisions and ethical principles regarding assessment of individuals and services provided.

Duties and Responsibilities

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

Assessment Information

Use of 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.

Responsibilities

School Psychology Students 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.

Class Set-Up

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

Instuctional Methods and Activities Class Time:

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

Assignments

Assignment Descriptions

March 7

Mar
07

Due: Tuesday, Mar 07 at 11:59 pm

Attendance/Participation

Quiz 1

Mar
14

Due: Tuesday, Mar 14 at 3:59 pm

Quiz 1

March 14

Mar
14

Due: Tuesday, Mar 14 at 11:59 pm

Attendance/Participation

Quiz 2

Mar
21

Due: Tuesday, Mar 21 at 3:59 pm

Quiz 2

March 21

Mar
21

Due: Tuesday, Mar 21 at 11:59 pm

Attendance/Participation

Quiz 3

Mar
28

Due: Tuesday, Mar 28 at 3:59 pm

Quiz 3

March 28

Mar
28

Due: Tuesday, Mar 28 at 11:59 pm

Attendance/Participation

Quiz 4

Apr
04

Due: Tuesday, Apr 04 at 3:59 pm

Quiz 4

April 4

Apr
04

Due: Tuesday, Apr 04 at 11:59 pm

Attendance/Participation

Quiz 5

Apr
11

Due: Tuesday, Apr 11 at 3:59 pm

Quiz 5

April 11

Apr
11

Due: Tuesday, Apr 11 at 11:59 pm

Attendance/Participation

Professional Development Presentation

Apr
18

Due: Tuesday, Apr 18 at 11:59 pm

Presentation

Research Paper

Apr
18

Due: Tuesday, Apr 18 at 11:59 pm

Research Paper

April 18

Apr
18

Due: Tuesday, Apr 18 at 11:59 pm

Attendance/Participation

Course Evaluation

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm



Due: Friday, Apr 21 at 10:00 pm

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.

Schedule

Date	Readings	Class	Assignments
Week 1			

T Mar 07 Tuesday	Chapter 1 Special Education Law: An Introduction Chapter 2 Rights to Free Appropriate Public Education	Class Introduction Research Paper Lecture/Class Discussion: Chapter 1&2 CPSE 611 Class 1 (LG).pptx Download	
Week 2			
T Mar 14 Tuesday	Chapter 3 Related Services, Assistive Technology, and Transition Services	Lecture/Class Discussion: Chapter 2&3 CPSE 611 Class 2 (LG).pptx Download	
Week 3			
T Mar 21 Tuesday	Chapter 4 Parent and Student Rights Chapter 5 Due Process Procedures for Evaluation, Development of IEPs and Placement	CPSE 611 Class 3 (LG2).pptx Download Lecture/Class Discussion: Chapter 4&5	
Week 4			
T Mar 28 Tuesday	Chapter 6 Student Discipline	Lecture/Class Discussion: Chapter 5&6 CPSE 611 Class 4 (LG).pptx Download	
Week 5			
T Apr 04 Tuesday	Chapter 7 Dispute Resolution Chapter 8 Remedies for Failure to Provide a Free Appropriate Public Education	Lecture/Class Discussion: Chapter 7&8 CPSE 611 Class 5 (LG).pptx Download	
Week 6			
T Apr 11 Tuesday	Chapter 9 Section 504 and the Americans with Disabilities Act Chapter 10 Conflict Management: IDEA Compliance	CPSE 611 Class 6 (LG).pptx Download Lecture/Class Discussion: Chapter 9&10	
Week 7			
T Apr 18 Tuesday		Professional Development Presentations	

Th Apr 20 Thursday	Winter Exam Preparation (04/20/2017 - 04/20/2017)		
F Apr 21 Friday	First Day of Winter Final Exams (04/21/2017 - 04/26/2017) Final Exam: Take Home 7:00am - 10:00pm	Final Exam: Take Home 7:00am - 10:00pm	