

Instructor/TA Info

Instructor Information

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TA 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)
 SPECIAL EDUCATION & LAW 3E - Required by OSBORNE, A	41.95	

Grading Scale

Grades	Percent
A	93%
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://www.schools.utah.gov/sars/Laws/Rules.aspx> (<http://www.schools.utah.gov/sars/Laws/Rules.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
Pre-Assessment	20
Quizzes	125
Case Study	50
Research Paper	150

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
25

Due: Monday, Jun 25 at 7:00 pm

Pre-Assessment

Jun
25

Due: Monday, Jun 25 at 11:59 pm

This pre-assessment will provide me an understanding of your current understanding of special education and disability legal issues in school setting. You will receive full credit for honest answers. "I don't know," is an acceptable answer.

Class 2

Jun
27

Due: Wednesday, Jun 27 at 7:00 pm

Quiz 1

Jul
02

Due: Monday, Jul 02 at 4:00 pm

History, law, regulations, and procedures

Class 3

Jul
02

Due: Monday, Jul 02 at 7:00 pm

Class 4

Jul
09

Due: Monday, Jul 09 at 7:00 pm

Questionnaire

Jul
10

Due: Tuesday, Jul 10 at 11:59 pm

Class 5

Jul
11

Due: Wednesday, Jul 11 at 7:00 pm

Quiz 2

Jul
16

Due: Monday, Jul 16 at 4:00 pm

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

Class 6

Jul
16

Due: Monday, Jul 16 at 7:00 pm

Class 7

Jul
18

Due: Wednesday, Jul 18 at 7:00 pm

Quiz 3

Jul
23

Due: Monday, Jul 23 at 4:00 pm

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

Class 8

Jul
23

Due: Monday, Jul 23 at 7:00 pm

Class 9

Jul
30

Due: Monday, Jul 30 at 7:00 pm

Class 10

Aug
01

Due: Wednesday, Aug 01 at 7:00 pm

Quiz 4

Aug
06

Due: Monday, Aug 06 at 4:00 pm

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

Class 11

Aug
06

Due: Monday, Aug 06 at 7:00 pm

TA Research Paper Review

Aug
06

Due: Monday, Aug 06 at 11:59 pm

Class 12

Aug
08

Due: Wednesday, Aug 08 at 7:00 pm

Quiz 5

Aug
13

Due: Monday, Aug 13 at 4:00 pm

Dispute Resolution and Remedies

Class 13

Aug
13

Due: Monday, Aug 13 at 7:00 pm

Research Presentation

Aug
13

Due: Monday, Aug 13 at 11:59 pm

Research Paper

Aug
13

Due: Monday, Aug 13 at 11:59 pm

Case Study

Aug
13

Due: Monday, Aug 13 at 11:59 pm

Course Evaluation

Aug
13

Due: Monday, Aug 13 at 11:59 pm

CPSE 470 Final Exam

Aug
15

Due: Wednesday, Aug 15 at 10:00 pm

This is the final exam CPSE 470. You may take this exam at any time between 7:00am and 10:00pm on August 16th. The exam time is 1 hour and 50 minutes. This is the same amount of time you would have in class. You may use your textbook, notes, and Power Point presentations. You may not do this exam with your class mate. Good luck!

Schedule

Date	Readings	In Class	Assignments
Week 1			
M Jun 25 Monday	Read Syllabus	Introductions Review of Course Determining Research Paper Topic Understanding the Law	
W Jun 27 Wednesday	Chapter 1 (Pages 1-23)	Chapter 1: Special Education Law	Quiz 1 Opens
Week 2			
M Jul 02 Monday	Chapter 2 (Pages 27-55)	Chapter 2: Rights to a Free Appropriate Public Education (FAPE)	Quiz 1 Closes
W Jul 04 Wednesday	Independence Day Holiday		
Week 3			
M Jul 09 Monday	Chapter 3 (Pages 65-89)	Chapter 3: Related Services, Assistive Technology, and Transition Services Case Studies	
T Jul 10 Tuesday			
W Jul 11 Wednesday	Chapter 4 (Pages 95-113)	Chapter 4: Parent and Student Rights Case Studies	Quiz 2 Opens
Week 4			
M Jul 16 Monday	Chapter 5 (Pages 117-144)	Chapter 5: Due Process Procedures for Evaluation, Development of IEP's and Placement Case Studies	Quiz 2 Closes

W Jul 18 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	Quiz 3 Opens
Week 5			
M Jul 23 Monday	Chapter 6 (153-180)	Chapter 6: Student Discipline Case Studies	Quiz 3 Closes
T Jul 24 Tuesday	Pioneer Day Holiday		
W Jul 25 Wednesday		No Class	
Week 6			
M Jul 30 Monday	Chapter 7 (185-214)	Chapter 7: Dispute Resolution Case Studies	
W Aug 01 Wednesday	Chapter 8 (227-256)	Chapter 8: Remedies for Failure to Provide a FAPE Case Studies	Quiz 4 Opens
Week 7			
M Aug 06 Monday	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	Quiz 4 Closes TA Research Paper Review
W Aug 08 Wednesday	Research Paper and Presentation	Research Paper and Presentation	Quiz 5 Opens
Week 8			
M Aug 13 Monday	Final Exam Review Research Presentations	Final Exam Review Research Presentations	Case Study Quiz 5 Closes Research Paper Research Presentation
T Aug 14 Tuesday	Summer Exam Preparation (08/14/2018 - 08/14/2018)		

W Aug 15 Wednesday	First Day of Summer Final Exams (08/15/2018 - 08/16/2018) Final Exam: Online anytime between 7:00am - 10:00pm 1 Hour and 50 Minutes to complete.	CPSE 470 Final Exam
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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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).