

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)
 <p><u>Special Education & Law 3E - Required</u> by Osborne, A</p>	41.95	31.50

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%

D-	60%
E	0%

Learning Outcomes

Individuals with Disabilities Education Act (IDEA)

1. Understanding and applying duties and responsibilities of school personnel in relation to the Individuals with Disabilities Education Act (IDEA).

Assessment for decision making

2. Use assessment information to make legal and ethical eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

Sensitivity to differences

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

Effective communication

4. Communicate effectively with families of individuals with exceptional learning needs, including those from diverse backgrounds.

Assignments & Grading

Attendance	65
Pre-Assessment	20
Quizzes	125
Case Study	50
Research Paper	150
TA Research Paper Review	20
Research Paper Presentation	50
Final	150
Total Points	630

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%

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 65 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 there 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

Class 1

**Jun
24**Due: Monday, Jun 24 at 7:00 pm

Pre-Assessment

**Jun
24**Due: Monday, Jun 24 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
26**Due: Wednesday, Jun 26 at 7:00 pm

Quiz 1

**Jul
01**Due: Monday, Jul 01 at 4:00 pm

History, law, regulations, and procedures

Class 3

**Jul
01**Due: Monday, Jul 01 at 7:00 pm

Class 4

**Jul
03**Due: Wednesday, Jul 03 at 7:00 pm

Quiz 2

**Jul
08**Due: Monday, Jul 08 at 4:00 pm

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

Class 5

**Jul
08**Due: Monday, Jul 08 at 7:00 pm

Class 6

**Jul
10**Due: Wednesday, Jul 10 at 7:00 pm

Jul
15

Due: Monday, Jul 15 at 4:00 pm

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

Class 7**Jul**
15

Due: Monday, Jul 15 at 7:00 pm

Class 8**Jul**
17

Due: Wednesday, Jul 17 at 7:00 pm

TA Research Paper Review**Jul**
22

Due: Monday, Jul 22 at 11:59 pm

Meet with a TA to talk about your research paper. Before meeting you should have a written topic/thesis statement, 2 sources (such as court cases, federal laws, state laws, etc.) that relate to your topic, and an outline or idea of what you will be writing about in the paper (does not need to be written out). If you are doing a partner paper, both partners need to be present at the meeting to get credit.

Sign up for a meeting: <https://docs.google.com/spreadsheets/d/1TII0yIuA3tK5iG1q8O17ikCDEzLpeHQF6eLkR04RIB4/edit?usp=sharing>

Quiz 4**Jul**
29

Due: Monday, Jul 29 at 4:00 pm

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

Class 9**Jul**
29

Due: Monday, Jul 29 at 7:00 pm

Class 10**Jul**
31

Due: Wednesday, Jul 31 at 7:00 pm

Quiz 5**Aug**
05

Due: Monday, Aug 05 at 4:00 pm

Dispute Resolution and Remedies

Class 11

05**Class 12****Aug
07**

Due: Wednesday, Aug 07 at 7:00 pm

Class 13**Aug
12**

Due: Monday, Aug 12 at 7:00 pm

Research Paper**Aug
12**

Due: Monday, Aug 12 at 11:59 pm

Case Study**Aug
12**

Due: Monday, Aug 12 at 11:59 pm

Research Presentation**Aug
12**

Due: Monday, Aug 12 at 11:59 pm

Course Evaluation**Aug
12**

Due: Monday, Aug 12 at 11:59 pm

CPSE 470 Final Exam**Aug
14**

Due: Wednesday, Aug 14 at 11:59 pm

This is the final exam CPSE 470. You may take this exam at any time between 7:00am and 11:59pm on August 15th. 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 24 Monday	Read Syllabus	<p>Introductions</p> <p>Review of Course</p> <p>Determining Research</p> <p>Paper Topic</p> <p>Understanding the Law</p>	
W Jun 26 Wednesday	Chapter 1 (Pages 1-23)	Chapter 1: Special Education Law	Quiz 1 Opens
Week 2			
M Jul 01 Monday	Chapter 2 (Pages 27-55)	Chapter 2: Rights to a Free Appropriate Public Education (FAPE)	Quiz 1 Closes
W Jul 03 Wednesday	Chapter 3 (Pages 65-89)	<p>Chapter 3: Related Services, Assistive Technology, and Transition Services</p> <p>Case Studies</p>	Quiz 2 Opens
Week 3			
M Jul 08 Monday	Chapter 4 (Pages 95-113)	<p>Chapter 4: Parent and Student Rights</p> <p>Case Studies</p>	Quiz 2 Closes
W Jul 10 Wednesday	Chapter 5 (Pages 117-144)	<p>Chapter 5: Due Process Procedures for Evaluation, Development of IEP's and Placement</p> <p>Case Studies</p>	Quiz 3 Opens
Week 4			
M Jul 15 Monday	Chapter 5 & 6 (153-180)	<p>Chapter 5: Due Process Procedures for Evaluation, Development of IEP's and Placement</p> <p>Chapter 6: Student Discipline</p> <p>Case Studies</p>	Quiz 3 Closes
W Jul 17 Wednesday	Chapter 6 (153-180)	<p>Chapter 6: Student Discipline</p> <p>Case Studies</p>	Quiz 4 Opens
Week 5			
M Jul 22 Monday	Research Paper Review	No Class	TA Research Paper

W Jul 24 Wednesday	Pioneer Day		
Week 6			
M Jul 29 Monday	Chapter 7 (185-214)	Chapter 7: Dispute Resolution Case Studies	Quiz 4 Closes
W Jul 31 Wednesday	Chapter 8 (227-256)	Chapter 8: Remedies for Failure to Provide a FAPE Case Studies	Quiz 5 Opens
Week 7			
M Aug 05 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 5 Closes
W Aug 07 Wednesday	Research Paper and Presentation	Research Paper and Presentation	
Week 8			
M Aug 12 Monday	Final Exam Review Research Presentations	Final Exam Review Research Presentations	Case Study Research Paper Research Presentation
T Aug 13 Tuesday	Summer Exam Preparation (08/13/2019 - 08/13/2019)		
W Aug 14 Wednesday	First Day of Summer Final Exams (08/14/2019 - 08/15/2019) Final Exam: Online anytime between 7:00am - 11:59pm 1 Hour and 50 Minutes to complete.		CPSE 470 Final Exam

University Policies

Honor Code

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>).