

# Instructor

## Instructor Information

**Name:** Laura Lee Gillespie

**Office Location:** MCKB

**Office Phone:** 801-664-2798

**Email:** lauralee\_gillespie@outlook.com

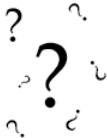
## Course Information

### 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 &amp; Law 3E - Required</u> by Osborne, A	42.95	32.25

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

#### U.S. Department of Education - IDEA

<https://sites.ed.gov/idea/> (<https://sites.ed.gov/idea/>)

#### Utah Special Education Rules and Resources

<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations>  
(<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations>)

#### Section 504 and the ADA

<https://www.schools.utah.gov/sas/scep/overview/equity> (<https://www.schools.utah.gov/sas/scep/overview/equity>)  
<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
Final Exam	150
<b>Total Points</b>	<b>425</b>

### 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. 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>.

## 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.

### Instructional Methods and Activities Class Time:

Lecture	35%
Class Discussion	35%
Case studies and Simulations	30%
<b>Total Class Time</b>	<b>100%</b>

## Assignments

### Assignment Descriptions

#### Quiz 1

Jan  
14

Due: Tuesday, Jan 14 at 3:59 pm

Quiz 1

#### Quiz 2

Jan  
21

Due: Tuesday, Jan 21 at 3:59 pm

Quiz 2

#### Quiz 3

Jan  
28

Due: Tuesday, Jan 28 at 3:59 pm

Quiz 3

#### Quiz 4

Feb  
04

Due: Tuesday, Feb 04 at 3:59 pm

Quiz 4

#### Quiz 5

Feb  
11

Due: Tuesday, Feb 11 at 3:59 pm

Quiz 5

#### Final Exam

Feb  
25

Due: Tuesday, Feb 25 at 11:59 pm

Final Exam

#### Research Paper

Feb  
25

Due: Tuesday, Feb 25 at 11:59 pm

#### Course Evaluation

Feb  
25

Due: Tuesday, Feb 25 at 11:59 pm

## 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](mailto: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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

## Schedule

Date	Readings	In Class	Assignments
Week 1			
T Jan 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 2019).pptx <a href="#">Download</a>	Research Paper Topic Due <b>Quiz 1 Opens</b>
Week 2			
T Jan 14 Tuesday	Chapter 3 Related Services, Assistive Technology, and Transition Services	Lecture/Class Discussion: Chapter 2&3 CPSE 611 Class 2 (LG 2019).pptx <a href="#">Download</a>	<b>Quiz 1 Closes</b> <b>Quiz 2 Opens</b>
Week 3			
M Jan 20 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 21 Tuesday	Chapter 4 Parent and Student Rights Chapter 5 Due Process Procedures for Evaluation, Development of IEPs and Placement	Lecture/Class Discussion: Chapter 4&5 CPSE 611 Class 3 (LG 2019).pptx <a href="#">Download</a>	<b>Quiz 2 Closes</b> <b>Quiz 3 Opens</b>
Week 4			
T Jan 28 Tuesday	Chapter 6 Student Discipline	Lecture/Class Discussion: Chapter 5&6 CPSE 611 Class 4 (LG 2019).pptx <a href="#">Download</a>	<b>Quiz 3 Closes</b> <b>Quiz 4 Opens</b>
Week 5			

T Feb 04 Tuesday	Chapter 7 Dispute Resolution	Lecture/Class Discussion: Chapter 6&7 CPSE 611 Class 5 (LG 2019).pptx <a href="#">Download</a>	<b>Quiz 4 Closes</b> <b>Quiz 5 Opens</b>
Week 6			
T Feb 11 Tuesday	Chapter 8 Remedies for Failure to Provide a Free Appropriate Public Education  Chapter 9 Section 504 and the Americans with Disabilities Act  Chapter 10 Conflict Management: IDEA Compliance	Lecture/Class Discussion: Chapter 8-10  CPSE 611 Class 6 (LG 2019).pptx <a href="#">Download</a>	<b>Quiz 5 Closes</b>
Week 7			
M Feb 17 Monday	<b>Presidents Day</b>		
T Feb 18 Tuesday	<b>Monday Instruction</b>	No class, complete research papers	
Week 8			
T Feb 25 Tuesday	Final Exam: Online 7:00am - 11:59pm	Final Exam: Online 7:00am - 11:59pm	<b>Final Exam</b> <b>Research Paper</b>