

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)
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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

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

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

Assignment Description

Chapter 4

May
05

Due: Wednesday, May 05 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Personal Bias Paper

May
05

Due: Wednesday, May 05 at 11:59 am

Please write a 2-3 page paper recognizing and identifying you own personal bias. Feel free to use:

- Own Background/Experience
- Value System
- Education Philosophy
- Future Goals
- Educational Philosophy

How do you want to see your 'ideal' world, and how/what can you contribute.'

Chapter 3

05

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 5**May
12**

Due: Wednesday, May 12 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 6

12

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
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Study guides reflects the entire chapter		1
TOTAL		10

3 Takeaways

May
12

Due: Wednesday, May 12 at 11:59 pm

Please include your 3 takeaways/thoughts from the article from your breakout room.

Chapter 8

May
19

Due: Wednesday, May 19 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1

Study guides reflects the entire chapter		1
TOTAL		10

Chapter 7

May
19

Due: Wednesday, May 19 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 10

May
26

Due: Wednesday, May 26 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2

Study guides reflects the entire chapter		1
TOTAL		10

Chapter 9

May
26

Due: Wednesday, May 26 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 12

Jun
02

Due: Wednesday, Jun 02 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2

Study guides reflects the entire chapter		1
TOTAL		10

Chapter 11

**Jun
02**

Due: Wednesday, Jun 02 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 14

**Jun
09**

Due: Wednesday, Jun 09 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2

Study guides reflects the entire chapter		1
TOTAL		10

Chapter 13

**Jun
09**

Due: Wednesday, Jun 09 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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IEP Activity

**Jun
09**

Due: Wednesday, Jun 09 at 11:59 pm

****THIS IS AN IN CLASS ACTIVITY, WE WILL DO IT IN CLASS****

Please pick the IEP that corresponds to your breakout room (Write the IEP number on the top of the document you turn in).

For that IEP find the following 8 items (transition if appropriate):

1. Describe the STUDENT
2. Describe the student's present level of academic achievement and functional performance PLAAFPs.
 - a. State what areas the student qualifies under.
 - b. Data (Baseline), interpretation (does it have a goal which matches each interpretation), and general education impact statement.
3. Write the students measurable annual goals MAGS.
 - a. Qualifying area

- d. 'from' (baseline), 'to' (target)
- e. Criteria
- f. ******(Student and end date are probably assumed)******

4. Prescribe the special education and related SERVICES needed to achieve the goals
 - a. What accommodations, supplementary aides and services, etc.
 - b. What did you notice, what are your thoughts--are they being served in the special education classroom or in the gen ed classroom? Direct or indirect services? Who is administering the service?
5. Specify the extent to which the student with NOT PARTICIPATE in the general education curriculum.
 - a. LRE--What is their LRE? Is it appropriate
 - b. Cite 3 evidences found within the IEP
6. Specify the student's participation in statewide and district TESTING (or describe ALTERNATIVE TESTING and related procedures).
 - a. Accommodations?
 - b. Off-level testing?
 - c. Alternative Assessment? If so, does the IEP MAGs have objectives and/or independent living transition goal?
7. Provide for regular notifications of the student's PARENTS/guardians regarding PROGRESS toward the IEP goals.
 - a. Does it mention progress reporting (typically on the same track as the gen ed report card)
8. Transition (when appropriate): How old was the student if a transition plan was included?

Rewrite 2 MAGs using Heidi's formula and tie the MAG to a Utah Core Standard/Essential Element (make sure you correspond to the correct grade)

3 Takeaways from the IEP, what did you see, what did you learn, what might you change, any interesting attendees at the meeting, etc.

I suggest having one person open a google doc for everyone to share and add information to.

Attendance Make Up

Jun
11

Due: Friday, Jun 11 at 11:59 pm

If you feel like you want to makeup any attendance points (see attendance tab for expectations), please watch the zoom's from the day you would like to make up points, and write 3 takeaways from the second half of class (what did you learn, thoughts, emotional responses, etc.)

On the document list the day(s) you are trying to make up--you can make up, up to 3 points per day--list each date with 3 takeaways (all dates can be on the same document)

Jun
16

Due: Wednesday, Jun 16 at 11:59 pm

If completed, please write 'done' (or the like) so it shows up on Learning Suite and you get the points

Chapter Summary Presentation

Jun
16

Due: Wednesday, Jun 16 at 11:59 pm

30-45 minutes total (about 7-11 minutes per student): Everyone needs to submit the presentation under their name for points.

This presentation should not only present information but it should represent views from different stakeholders and facilitate discussion amongst your classmates.

- What is the law/chapter about?
- Historical context
- Reactions from the law (might not be in the book--search the web)--make sure to represent all sides
- What impact did the law have, specifically on special education
- You can include any multimedia if relevant to your topic.
- 1 discussion question per group member (3-4)

Attendance/Participation

Jun
16

Due: Wednesday, Jun 16 at 11:59 pm

5 points available per class session:

- Attendance (2 pts)--On-time and Completed 'Nearpod' Quiz
- Video-on (1 pt)
- Participation (2 pts.)--Questions, Comments, Presentations, Prayer, Devotionals, etc.

Schedule

Date	Column 1	Column 2
Week 1		
W Apr 28 Wednesday	<p>Zoom Link: Join Zoom Meeting https://byu.zoom.us/j/99678074698?pwd=R0lJT0Zhc0gxQUmrU0pMY1M4U3JiZz09</p> <p>Prayer/Devotional/Chapter Summary Presentation: https://docs.google.com/spreadsheets/d/12CwTv4BbEYpy4WXwpCx_Dip8LymRmT5_CsmYW4PXj0M/edit?usp=sharing</p> <p>Ethics.pdf Download</p> <p>470Law.1.pdf Download</p>	
Week 2		

M May 03 Monday	Chapter4_Law.pdf Download Chapter3_Law.pdf Download	
W May 05 Wednesday	History of Education Law 470Law.2.pdf Download	Personal Bias Paper Chapter 3 Chapter 4
Week 3		
M May 10 Monday		
W May 12 Wednesday	Brown vs Board; Segregation→ LRE Tools of Exclusion_ Race, Disability, and (Re)segregated Education.pdf Download 3 Takeaways 470Law.3.pdf Download	Chapter 5 Chapter 6
Week 4		
M May 17 Monday		
W May 19 Wednesday	Utah Education Fall Scholarship BYU 1st gen 5.18.2021 (1).pdf Download 470Law.4.pdf Download	Chapter 7 Chapter 8
Week 5		
M May 24 Monday		
W May 26 Wednesday	ESSA, IDEA, 504 History of Special Ed Law byu-race-equity-belonging-report-feb21.pdf Download 470Law.5.pdf Download	Chapter 10 Chapter 9
Week 6		
M May 31 Monday	Memorial Day	
W Jun 02 Wednesday	IEP Compliance 470Law.6.pdf Download	Chapter 11 Chapter 12
Week 7		
M Jun 07 Monday		

W Jun 09 Wednesday	<p>Last Day of Class</p> <p>iep-a.pdf Download iep-b.pdf Download iep-c.pdf Download iep-d.pdf Download iep-e.pdf Download iep-f.pdf Download iep-g.pdf Download</p> <p>IEP Activity</p> <p>SMART IEPs.pdf Download 470Law.7.pdf Download</p>	<p>Chapter 13 Chapter 14</p>
F Jun 11 Friday		Attendance Make Up
Week 8		
M Jun 14 Monday	<p>470.CheatSheet.pdf Download</p> <p>https://byu.box.com/s/6tkbtgr6u32j7q39s3xuzqhi7f60xce6</p>	
T Jun 15 Tuesday	Spring Exam Preparation (06/15/2021 - 06/15/2021)	
W Jun 16 Wednesday	<p>First Day of Spring Final Exams (06/16/2021 - 06/17/2021)</p> <p>Final Exam: TBA TBA 1:00pm - 2:50pm</p>	<p>Student/Course Evaluation Attendance/Participati Chapter Summary Presentation</p>

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the confidential Confidential Sexual Assault Support Advocates. Additional information about

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 Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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>).