

## Instructor

### Instructor Information

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## Course Information

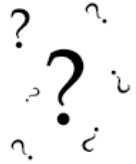
### Description

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 Educational Rights and Privacy Act (FERPA), and Every Student Succeeds Act (ESSA).

Students will understand the impact of court cases including Board of Education of the Hendrick Hudson Central School District v. Rowley, 458 U.S. 176 (1982); and Endrew F. v. Douglas County School District, 580 U.S. \_\_\_\_\_; 137 S.Ct. 988 (2017).

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 support 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)
 <p><u>Special Education and the Law 4e - Required</u> by Osborne, A</p>	40.95	30.75

### Additional Online Materials

Special Education and the Law 4th Edition Resources (<https://resources.corwin.com/specialedandthelaw4e>)

National Association of School Psychologists (<http://www.nasponline.org/standards/practice-model/domains.aspx>).

United States Code - Education (<http://www.gpo.gov/fdsys/granule/USCODE-2011-title20/USCODE-2011-title20-chap33-subchapl-sec1400>)

Code of Federal Regulations - Education ([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/>)

U.S. Department of Education 504 (<https://www2.ed.gov/about/offices/list/ocr/504faq.html>)

U.S. Department of Education ADA (<https://www2.ed.gov/policy/rights/guid/ocr/disability.html>)

Utah Special Education Services (<https://www.schools.utah.gov/specialeducation>)

Utah Educational Equity Section 504 (<https://www.schools.utah.gov/educationalequity/section504>)

APA Style (<https://apastyle.apa.org/>).

### Assignments & Grading

Quizzes (5 at 25 points each)	125
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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 a chosen 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+	67%
D	63%
D-	60%
E	0%

## Course Purpose

### Understanding Legal Issues in the Provision of Special Education

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 Educational Rights and Privacy Act (FERPA), and Every Student Succeeds Act (ESSA).

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### Learning Outcomes

## Learning Outcomes

### Knowledge

Students will demonstrate knowledge in special education law.

### Public Law 94-142 (IDEA), Related Laws, and Court Decisions

Students will describe, discuss and/or apply principles basic to P.L. 94-142 The Individuals with Disabilities Education Act (IDEA) and related laws including Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), Family Educational Rights and Privacy Act (FERPA), and Every Student Succeeds Act (ESSA).

Students will understand the impact of court cases including Board of Education of the Hendrick Hudson Central School District v. Rowley, 458 U.S. 176 (1982); and Endrew F. v. Douglas County School District, 580 U.S. \_\_\_\_\_; 137 S.Ct. 988 (2017).

### 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.

### Historical Points of View and Stereotypes

Historical points of view and contribution of culturally diverse groups.

Ways specific cultures are disproportionately represented in special education.

### 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 eligibility determinations and provisions of special education services.

### Assessment Information

Use of assessment information in making eligibility, program, and placement decisions for individuals with disabilities.

### Communication with Families

Communicate effectively with families of individuals with disabilities with sensitivity for diverse backgrounds and modes of communication.

### 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 assessment.

### 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  
16

Due: Tuesday, Jan 16 at 3:59 pm

Quiz 1

#### Quiz 2

Jan  
23

Due: Tuesday, Jan 23 at 3:59 pm

Quiz 2

#### Quiz 3

Jan  
30

Due: Tuesday, Jan 30 at 3:59 pm

Quiz 3

#### Quiz 4

Feb  
06

Due: Tuesday, Feb 06 at 3:59 pm

Quiz 4

#### Quiz 5

Feb  
13

Due: Tuesday, Feb 13 at 3:59 pm

Quiz 5

#### Course Evaluation

Feb  
27

Due: Tuesday, Feb 27 at 11:59 pm

#### Research Paper

Feb  
27

Due: Tuesday, Feb 27 at 11:59 pm

#### Final Exam

Feb

Due: Tuesday, Feb 27 at 11:59 pm

27

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

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto: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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor 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 Harassment 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 Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/>

[equal-opportunity](#)) for help.

## Schedule

Date	Readings	In Class	Assignments
Week 1			
M Jan 08 Monday	<b>Start of Classes</b>		
T Jan 09 Tuesday	Chapter 1 Special Education Law: An Introduction  Chapter 2 Rights to Free Appropriate Public Education	Class Introduction Lecture/Class Discussion: Chapter 1&2  CPSE 611 Class 1 (LG 2024).pptx <a href="#">Download</a>	Research Paper: Determine Topic  <b>Quiz 1 Opens</b>
Week 2			
M Jan 15 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 16 Tuesday	Chapter 3 Related Services, Assistive Technology, and Transition Services	Lecture/Class Discussion: Chapter 2&3  CPSE 611 Class 2 (LG 2024).pptx <a href="#">Download</a>	<b>Quiz 1 Closes</b> <b>Quiz 2 Opens</b>
Week 3			
T Jan 23 Tuesday	Chapter 4 Parent and Student Rights  Chapter 5 Referral and Evaluation	Lecture/Class Discussion: Chapter 4&5  CPSE 611 Class 3 (LG 2024).pptx <a href="#">Download</a>	<b>Quiz 2 Closes</b> <b>Quiz 3 Opens</b>
Week 4			
T Jan 30 Tuesday	Chapter 5 IEP Development and Placement  Chapter 6 Student Discipline	Lecture/Class Discussion: Chapter 5&6  CPSE 611 Class 4 (LG 2024).pptx <a href="#">Download</a>	Research Paper: Complete development of thesis statement, outline paragraphs and add 1-2 sentences telling what the paragraph will cover.  <b>Quiz 3 Closes</b> <b>Quiz 4 Opens</b>
Week 5			
T Feb 06 Tuesday	Chapter 6 Manifestation Determination  Chapter 7 Dispute Resolution	Lecture/Class Discussion: Chapter 6&7  CPSE 611 Class 5 (LG 2024).pptx <a href="#">Download</a>	<b>Quiz 4 Closes</b> <b>Quiz 5 Opens</b>

Week 6			
T Feb 13 Tuesday	<p>Chapter 8 Remedies for Failure to Provide a Free Appropriate Public Education</p> <p>Chapter 9 Section 504 and the Americans with Disabilities Act</p> <p>Chapter 10 Conflict Management: IDEA Compliance</p>	<p>Lecture/Class Discussion: Chapter 8-10</p> <p>CPSE 611 Class 6 (LG 2024).pptx <a href="#">Download</a></p>	<p>Research Paper: Complete review and revision of the draft. Check to see if the information is complete; Is the article choppy or does it read as if one person wrote it?</p> <p>Have another student in the class conduct a peer review of your paper and provide feedback.</p> <p><b>Quiz 5 Closes</b></p>
Week 7			
M Feb 19 Monday	<b>Presidents Day</b>		
T Feb 20 Tuesday	<b>Monday Instruction</b>	No class	
Week 8			
T Feb 27 Tuesday	<p>Final Exam:</p> <p>Online</p> <p>5:00am - 11:59pm</p>	<p>No Class</p> <p>Submit Research Paper</p> <p>Final Exam:</p> <p>Online</p> <p>5:00am - 11:59pm</p>	<p><b>Course Evaluation</b></p> <p><b>Final Exam</b></p> <p><b>Research Paper</b></p>
Week 9			
T Mar 05 Tuesday			
Week 10			
T Mar 12 Tuesday			
Week 11			
T Mar 19 Tuesday			
Week 12			
T Mar 26 Tuesday			
Week 13			
T Apr 02 Tuesday			
Week 14			
T Apr 09 Tuesday			
Week 15			
T Apr 16 Tuesday			