“Fantasy is a necessary ingredient in living, it's a way of looking at life through the wrong end of a telescope, and that enables you to laugh at life’s realities.”

Dr. Seuss

ESPK 462.115 Summer 2016
Special Rules and Regulations for Teachers
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Texas A&M University-Central Texas Mission Statement
Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

College of Education Mission Statement
The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

Mode of Instruction & Course Access
This course is a hybrid course and uses TAMUCT Blackboard Learn system (http://tamuct.blackboard.com) as a supplement to the face-to-face learning opportunities. You will use the Blackboard username and password communicated to you separately to login to this system.

Student-Instructor Interaction
The instructor will send email messages to students’ university email addresses or Blackboard only. The instructor will not respond to or send messages to email addresses other than those associated with TAMUCT or Blackboard.

UNILERT - Emergency Warning System for Texas A&M University-Central Texas
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.
Course Information

Program Goal
TAMU-CT students, upon completion of certification requirements, will be reflective professional educators who make effective educational decisions that support the creation of dynamic learning environments.

Course Overview and Description: ESPK 462
Laws and litigation that affect the education of students with disabilities are examined. Content includes procedures pertinent to teachers providing special education services such as federal and state regulations, IEPs, and the development of basic instructional plans.

Course Goal
The student will have a basic understanding of the federal and state laws pertaining to students with disabilities and the procedures of the legal system.

Student Learning Outcomes
At the conclusion of the course, the students will:
- explain their roles and responsibilities as professional special educators in explaining and complying with the mandates of federal and state laws supporting learners with disabilities.
- explain their roles as advocates for the legal and educational rights of learners with disabilities.
- explain how local school district personnel should comply with the legal requirements as stipulated by IDEIA.

Required Reading and Textbook(s)

Various articles, case studies, and court cases

Assigned readings

Suggested resources:

Students may purchase their textbooks from sources other than the TAMUCT Bookstore.

Course Requirements

State Law Investigation: (10) PPR IV; SPED I, II, IV, V, IX, X

IDEA regulations - group presentations: (15) PPR III, IV; SPED I, II, XIII, X

Quizzes: (20) PPR II, III, IV; SPED I, II, IV, V, VII, X
Complete four quizzes over the chapters and information covered in discussions. Quizzes are comprehensive.

Litigation and law searches and activities: (20) PPR IV; SPED I, II, VIII
- Internet Scavenger Hunt
- Every Child Achieves
- ESSA
- ADA research and fieldtrip

Case briefing: (10) PPR III, IV; SPED I, II, IV

Hypotheticals - Final exam presentation: (25) PPR IV; SPED I, II, VIII, X

Plus/Minus Points:
The instructor may add or subtract points from your final grade due to the contents of the following documents which will be discussed at length in class. You will receive a copy of both documents.
- Classroom Rules
- Reasons your grade may be lower than you expected
Evaluation & Assessment (Grading Criteria)

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<tr>
<th>Activity</th>
<th>Points</th>
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<td>State/federal laws investigation</td>
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<td>IDEA regulations</td>
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<td>Quizzes</td>
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<td>Case briefings</td>
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<td>Hypotheticals</td>
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<td><strong>TOTAL</strong></td>
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Final grades will be assigned at the end of the semester on the following basis:

- A = 100-90 points
- B = 89-80 points
- C = 79-70 points
- D = 69-60 points
- F = 59-0 points

Attendance and Late Assignment Policy

Attendance and punctuality are required. It is NOT possible to make up the work missed during the class period because it involves the interactions of students, the professor, and content. I will not provide make-up work.

If a student misses three (3) classes for any reason, his/her final grade will drop one letter. If a student misses four (4) classes for any reason, he/she will fail the entire course. Missing more than 30 minutes = 1 absence. This applies to being absent at any time during the class. If you have any questions about absences, please schedule an appointment with me to discuss them as soon as possible, preferably before the absence. I will take attendance at the beginning of class.

If you are less than 30 minutes late, you are responsible for ensuring I mark you present.

Students are responsible for obtaining notes, handouts, graded assignments, changes in schedules, and all other information when absent or tardy. The instructor is **not responsible** for assignments that are not picked up on the day they are returned. Being prepared to participate includes completing assigned readings and bringing necessary books, textbooks, assignments, and materials to class. Being prepared also includes having all handouts for the instructor and students prepared on the day and at the time the handouts are required.

Ten percent will be deducted for each day an assignment is turned in late including the due date. If the assignment is due on Blackboard, and it is late, the assignment date will not be reopened. Supplemental assignments are not available.

At the end of the semester, the instructor will dispose of all unclaimed assignments one week after grades are entered. However, the instructor is not responsible for assignments that are not collected during the class period they are returned.

People First Language:

People with disabilities are people who have physical, sensory, behavioral, or intellectual disabilities. Avoid language both in speech and in writing such as “special needs children,” “ADHD kids,” “the autistic,” or other statements that highlight the disability rather than the individual. Instead, speak and write in such a way that puts the “person first,” for example, the student with a severe disability or the program for students with emotional disorders. This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of the many characteristics that people may possess.

In-class behavior:

Be considerate of your classmates, the instructor, and guest lecturers. Arrive on time for class and stay for the entire period, listen carefully when someone else is speaking, do not engage in side conversations during lectures and discussions, stay on-task during small group activities, and respect each person’s opinions. Treat each other with the respect and dignity that you would like to be given. Would you accept your behaviors from the students you will be teaching?

University Procedures & Policies

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. **Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility.**
Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. Honesty and integrity are essential characteristics for teachers. Students are required to act honestly and professionally at all times.

**Any Violation of the Academic Integrity Policy will result in failure of the class (student will receive an F).**

**Disability Support and Access Services**

At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at [www.tamuct/disabilitysupport](http://www.tamuct/disabilitysupport). Any information you provide is private and confidential and will be treated as such.

**Drop Policy**

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. **Professors cannot drop students**, this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

**Tutoring**

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit [www.tamuct.edu/AcademicSupport](http://www.tamuct.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5836 or by emailing c.garza@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on [http://www.tamuct.edu/departments/academicsupport/tutoring.php](http://www.tamuct.edu/departments/academicsupport/tutoring.php).

**The University Writing Center**

The Writing Center is a valuable resource for our students; and can be a valuable tool to ensure students meet the standards set in your rubrics for writing assignments. The UWC is located in 416 Warrior Hall.

**University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: [http://www.tamuct.edu/departments/library/index.php](http://www.tamuct.edu/departments/library/index.php).

**Technology Requirements & Support**

This course will use the TAMUCT Blackboard Learn learning management system.

Logon to [https://tamuct.blackboard.com](https://tamuct.blackboard.com) to access the course.
Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Initial password: Your MyCT password

Check browser and computer compatibility by using the “Test Your Browser” button, found in the “Check Your Browser” module on your Blackboard dashboard, once you have logged in.

**Technology Support**
For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu  
Phone: (254) 519-5466  
Web Chat: http://hdc.tamu.edu

When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your instructor.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

The instructor reserves the right to modify the course outline if necessary. The students will receive as much advance notice as possible.
Special Education EC-12 Standards

Standard I:* The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II:* The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV:* The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V:* The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII:* The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX:* The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X:* The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI: The special education teacher promotes students' performance in English language arts and reading.

Standard XII: The special education teacher promotes students’ performance in mathematics.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV.* The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

*Indicates standards assessed in course requirements.