

EDLD 5310-110, SPECIAL EDUCATION LAW

Summer 2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Michael Novotny, Ed.D.

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Office Hours: By appointment

Mode of instruction and course access:

This is a blended course which meets 50% online. The face-to-face class sessions are scheduled to meet from 8:00 a.m. to 12:00 p.m. in room 314 at TAMUCT Warrior Hall on the following Saturdays: June 9, June 23, July 14, July 28 and August 4.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

You are welcome to contact me via e-mail, phone, or text message. Face-to-face appointments may be scheduled by TAMUCT or Bb email.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular 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 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

This course is designed to enable students to understand the legal complexities involved in identifying and providing educational services to students with special needs. Further, to provide an overview of the major federal laws and their judicial interpretations that apply to the education of children with disabilities.

Course Objective:

The *structure* of the course is a simple layout. The f2f *Orientation* provides the opportunity to experience and reflect on the special education legal issues found in schools as well as an introduction to the use of legal principles and types of law affecting decision making. The five e-learn online sections of the course rely on instructional processes such as lecture, group discussion, case study, interactive online technology, group/individual presentations and response that will support open and honest dialogue on related issues. This course will require the student to analyze the constitutional provisions, statutory laws, court decisions, and regulations governing special education with special reference to Texas and federal relationships of these laws and how they impact the day to day decisions and practices of Licensed Specialists in School Psychology (LSSPs). Learning in each e-learn section builds on previous learning, so success in the course is dependent upon the successful completion of each set of learning activities in each section.

Student Learning Outcomes:

Students will engage in reading, discussion and research concerning the following topics:

- Constitutional, Statutory, Administrative and Judicial Sources of Law
- Structure and Governance of the Texas School System
- Foundational/ Enrichment Programs and Accountability/Student Groups
- Special Education and Discipline (Chapter 37)
- Section 504 of the 1973 Rehabilitation Act
- Due Process Hearings

Competency Goals Statements (certification or standards):

Upon successful completion of this course, the pre-service Licensed Specialist in School Psychology will be able to:

1. Research legal issues related to the public schools.
2. Read and comprehend federal and state court cases.
3. Analyze and discuss legal concepts related to the public schools.
4. Apply legal concepts to the public school setting.
5. Critically analyze special education activities for compliance with public school laws.
6. Discuss the system of public school governance and its relation to the levels of courts.
7. Abide by the federal statutory and regulatory framework for the laws protecting the student with special needs.
8. Abide by the state statutory and regulatory framework for the laws protecting individuals with disabilities.
9. Facilitate judicial interpretation in the areas of identification and assessment; placement; due process, discipline; diseases; costs; least restrictive environment; residential and private schools; remedies; related services.

Required Reading and Textbook(s):

Rothstein, Laura and Scott F. Johnson. (2014). *Special Education Law. 5th Edition.* Washington, DC: Sage Publications.

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

CANVAS PARTICIPATION

(10 X 20 = 200 Points)

Students will participate in Bb discussion sessions by answering questions, posing questions, making comments, and citing court cases relative to class discussions and assigned reading material.

QUIZZES

(4 X 50 = 200 Points)

Students will be administered quizzes to assess knowledge of the material outlined in the required course text, including legal terminology and relative court cases.

COURT CASE PRESENTATIONS

(200 Points)

Each student will prepare two presentations regarding key court cases impacting education. A handout developed by the student providing a summary of the court case is to be distributed to the instructor and the students.

TOPIC PRESENTATION

(100 Points)

Each student will prepare a presentation over an assigned legal topic impacting education. The project will be evaluated on content, creativity, style, knowledge of material. A handout outlining the key elements of the topic should be provided to students and the instructor.

SCHOOL BOARD MEETING ATTENDANCE AND REFLECTION

(100 Points)

Each student will attend one school board meeting in a district of their choice and provide a brief written reflection of their experience.

FINAL EXAM

(200 Points)

Each student will complete a final exam to be turned in to the instructor by the last day of class.

Grading Criteria Rubric and Conversion

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next page. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning.

To earn the grade of A, students must earn a total of 90% on the following learning activities/items. For a grade of B, a total of 80% must be earned. Maximum points for each assignment are in ().

- Canvas discussion participation (10 X 20 =200 points)
- Quizzes (4 X 50 = 200 points)
- Two Court Case Presentations (100 x 2 =200 points)
- Topic Presentation (100 points)
- School Board Meeting Attendance/Reflection (100 points)
- Final Exam (200 points)

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective		Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/c oncepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity	

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages reader		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)		Not mechanically sound; four or more mechanical and/or formatting errors	

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages audience		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

Posting of Grades

Grades will be posted in Canvas within one week.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

COURSE CALENDAR TOPIC KEY
Topic I: The Legal System and How It Works
Topic II: Students With Disabilities: History of the Law
Topic III: Statutory Provisions
Topic IV: The People
Topic V: Who Is Protected
Topic VI: Identification, Evaluation, and Eligibility
Topic VII: Free Appropriate Public Education
Topic VIII: Individualized Education Program
Topic IX: Placement and Least Restrictive Environment
Topic X: Private School Placements, Residential Placements, and Public School Choice Programs
Topic XI: Special Issues With Secondary Students
Topic XII: Procedural Safeguards
Topic XIII: Discipline
Topic XIV: Americans with Disabilities Act and Section 504 of the Rehabilitation Act
Topic XV: Remedies
Topic XVI: Special Education Misconduct
Topic XVII: The Status and Future of Special Education Law

Topic	Timeframe	Learning Assignment	Due
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June 9 - F2F Class Orientation (8:00 a.m. – 12:30 p.m.)

6.9-6.22 e-learn 1			
I – IV	6/9-6/22	Read Chapters 1 through 4 in <i>Special Education Law</i>	6/23
I – IV	6/9-6/22	Complete assigned cases for Chapters 1 through 4	6/23
I – IV	6/9-6/22	Complete assigned topic presentations for Chapters 1 through 4	6/23
I – IV	6/9-6/22	Participate in online discussions	6/23

June 23 - F2F Class Session (8:00 a.m. – 12:30 p.m.)

6.23-7.6 e-learn 2			
V – IX	6/23-7/13	Read Chapters 5 through 9 in <i>Special Education Law</i>	7/14
V – IX	6/23-7/13	Complete assigned cases for Chapters 5 through 9	7/14
V – IX	6/23-7/13	Complete assigned topic presentations for Chapters 5 through 9	7/14
V – IX	6/23-7/13	Participate in online discussions	7/14

July 14 - F2F Class Session (8:00 a.m. – 12:30 p.m.)

7.7-7.20 e-learn 3			
X – XIII	7/14-7/27	Read Chapters 10 through 13 in <i>Special Education Law</i>	7/28
X – XIII	7/14-7/27	Complete assigned cases for Chapters 10 through 13	7/28
X – XIII	7/14-7/27	Complete assigned topic presentations for Chapters 10 through 13	7/28
X – XIII	7/14-7/27	Participate in online discussions	7/28

July 28 - F2F Class Session (8:00 a.m. – 12:30 p.m.)

7.21- e-learn 4			
XIV-XVII	7/28-8/3	Read Chapters 14 through 17 in <i>Special Education Law</i>	8/4
XIV-XVII	7/28-8/3	Complete assigned cases for Chapters 14 through 17	8/4
XIV-XVII	7/28-8/3	Complete assigned topic presentations for Chapters 14 through 17	8/4
XIV-XVII	7/28-8/3	Participate in online discussions	8/4

August 4 - F2F Class Reflection (8:00 a.m. – 12:30 p.m.)

Specific instructions for each E-Learning unit are outlined within Canvas. This course outline and calendar serves as a broad overview. For successful completion of this course, students will need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, etc., will be provided in Canvas and will be essential to course objectives.

Important University Dates:

June 2018

- Tue, 12th | Last day to drop 10-week classes with no record

July 2018

- Wed, 4th | Independence Day
- Fri, 20th | Last day to drop a 10-week class with a Q or withdraw with a W
- Sun, 29th | Student End of Course Survey Opens (10-Week Classes)

August 2018

- 6th-10th | Finals Week - 10 week sessions
- Fri, 10th | Last day to withdraw from the university (10-week session students)
- Fri, 10th | 10 week classes end
- Sat, 11th | Commencement (TBD)
- Sun, 12th | Student End of Course Survey Close (10-Week Classes)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, 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): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

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.

Academic Accommodations.

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 a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing,

including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES:

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. Students should paraphrase all information and provide the appropriate citations. Be sure to cite correctly any direct quotes.

Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted. In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. You must complete and submit all assignments to be eligible for an A in the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.