The turning points of lives are not the great moments. The real crises are often concealed in occurrences so trivial in appearance that they pass unobserved.”  George Washington

Mode of instruction and course access: This course is an online course, but we will meet through WebEx on the following dates at 10:00 on the following dates:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>June 8</td>
<td>June 15</td>
<td>June 22</td>
<td>June 29</td>
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<tr>
<td>June 3</td>
<td>June 10</td>
<td>June 17</td>
<td>June 24</td>
<td>July 1</td>
</tr>
</tbody>
</table>

We will meet on Mondays and Wednesdays

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Amanda G. Allen, Ed.D.
Office: Warrior Hall 322 O
Phone: 254-519-5411
Email: agallen@tamuct.edu
Office Hours: Monday-Wednesday 2:00-5:00

Student-instructor interaction: Email only to the above email address or through Canvas. I will only respond to messages sent through a myCT email account. You may expect a response to your email message within 24 to 48 hours except on weekends. You may also call at the above number or make an appointment.

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 911 Cellular through their myCT email account.

Connect at 911Cellular [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:

Catalog Description: 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 Objective: The student will develop a basic understanding of the federal and state laws and requirements pertaining to students with disabilities and the procedures of the legal system.
Student Learning Outcomes:
At the conclusion of the course, the candidates will:
1. explain their roles and responsibilities as professional educators in describing and complying with the mandates of federal and state laws supporting learners with disabilities.
2. articulate their roles as advocates for the legal and educational rights of learners with disabilities.
3. explain how local school district personnel should comply with the legal requirements as stipulated by IDEA, Section 504, and ADA.

Competency and Goals Statements:
Competencies and goals are the final documents of the syllabus.

Resources:
• Various articles, case studies, and court cases

COURSE REQUIREMENTS:

Case Studies: (10) SLO 1 - 3
Using case studies, present to the class information about your case, the people involved, and the affects on students with disabilities, now and in the future. Specific instructions will be provided.

IDEA regulations: (5) SLO 1-3
Provide questions for discussion on the particular regulation you are provided.

COVID-19 (10) SLO 1-3
The legalities of the education of students with disabilities; our responsibilities to our students with disabilities.

IEP (5) SLO 1-3
How to ensure it is legal in the least restrictive environment. Given a specific IEP requirement, discuss its history and its importance. Tell us its requirements for the student, the teacher, and the school. In your opinion, should it remain an IEP requirement or merely a suggestion and why?

Litigation and law searches and activities: SLO 1-3
• Internet Scavenger Hunt (10)
  Locate legal information on the Internet. This is an individual assignment.
• ADA (10)
  Locate and measure facilities for ADA compliance.
• Court cases and their influence on education (10)
  Research a court case provided to you. Present the findings, the final court, the participants, and the specific contribution to education and special education. – Requirements will be provided.

Final Exam: (20) SLO 1-3

Quizzes: (5) SLO 1-3
Professionalism: (5)
Attendance, punctuality, preparedness, and active participation are expected. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the Teacher Education Program, and the University in the best light possible.

Points may be deducted from your final grade for unprofessional behaviors.

All work will be word-processed, double-spaced, 12 point font, and front side only. Use person-first language in all documentation. Points will be deducted for incorrect grammar, mechanics, structure, and clarity.

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<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Grades will be assigned at the end of the semester on the following basis:</th>
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</thead>
<tbody>
<tr>
<td>Internet scavenger hunt</td>
<td>10 100-90 = A</td>
</tr>
<tr>
<td>COVID-19</td>
<td>10 89-80 = B</td>
</tr>
<tr>
<td>IDEA</td>
<td>05 79-70 = C</td>
</tr>
<tr>
<td>Case studies</td>
<td>10 69-60 = D</td>
</tr>
<tr>
<td>IEP</td>
<td>05 59 &gt; F</td>
</tr>
<tr>
<td>Various discussions</td>
<td>10</td>
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<tr>
<td>ADA research</td>
<td>10</td>
</tr>
<tr>
<td>Court cases</td>
<td>10</td>
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<tr>
<td>Final exam</td>
<td>20</td>
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<tr>
<td>Quizzes</td>
<td>05</td>
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<tr>
<td>Professionalism</td>
<td>05</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

Posting of Grades: Grades will be posted on Canvas.

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**COMPLETE OUTLINE AND CALENDAR**

**Complete Course and University Calendar**: The calendars will appear in separate documents.

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements**
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email 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.
Online Proctored Testing
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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]
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]. 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.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].
If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].
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 Office 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 Office 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 web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students: 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 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, 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 Associate Dean in 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center
The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours
online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

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 UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WConline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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].

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].
Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES:

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. 2017 by Amanda Allen at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-519-5485; agallen@tamuct.edu

Attendance and Late Assignment Policy:
Attendance: Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves interactions of students, instructor, and content. Three class absences for any reason will result in lowering the final grade by a letter grade. Four or more absences will result in failure of the class. All tardies will result in the loss of professionalism points. Four (4) times a student is tardy for 15 minutes or more is equal to one absence. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.

Late Work: Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If extension is granted, the late work may be subject to deduction of points of 10% each day past the due date. If the assignment is due on Canvas, and it is late, the assignment date will not be reopened. Supplemental assignments are not available.

Class Participation: Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work. Any in-class presentations and activities cannot be made up. The use of technology, to include cell phones and other electronic devices, can enhance learning and the educational experiences; however it can also become a distraction to the learning tasks at hand. Off-task technology usage will result in deduction in professionalism points. The professor may alter this syllabus at any time during this course.

This syllabus is subject to change.
Competency and Goals Statements:

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

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.
(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

   (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

   (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

   (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

   (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

   (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

   (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
**TEA Pedagogy and Professional Responsibilities Standards (EC-Grade 12) (PPR)**

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. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

1.2k the implications of students’ developmental characteristics for planning appropriate instruction;
1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.2s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
1.7s exhibit appropriate knowledge of a subject to promote student learning

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.18k appropriate responses to a variety of student behaviors and misbehaviors.
2.21k procedures for ensuring safety in the classroom

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. (Domain III. Competency 007-010)

3.1k the importance of clear, accurate communication in the teaching and learning process;
3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.14k how to use constructive feedback to guide each student’s learning.
3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process; and
3.16k situations in which teacher flexibility can enhance student learning.
3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)

4.2k appropriate ways for working and communicating effectively with families in varied contexts.
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse); legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse); 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community)
**InTASC Standards**

The Learner and Learning

**Standard 1: Learner Development:**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development may vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences:**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments:**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

**Standard 4: Content Knowledge:**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of the Content:**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

**Standard 6: Assessment:**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner’s decision-making.

**Standard 7: Planning for Instruction:**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.