

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2008

C&I 453.01: Introduction to Special Education Law and Policy

Trent Atkins

University of Montana, Missoula, trent.atkins@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Atkins, Trent, "C&I 453.01: Introduction to Special Education Law and Policy" (2008). *University of Montana Course Syllabi*. 11933.

<https://scholarworks.umt.edu/syllabi/11933>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Curriculum and Instruction 453

Special Education Law and Policy

Fall 2008

Instructor: Trent Atkins, Ph.D.

Class Meets: Thursday 4:10-7:00

Contact Information: Office Phone: 406.243.4978

Email: trent.atkins@mso.umt.edu

Office Location: Education 302

Office Hours: Tuesday 3-4 p.m. and Thursday 3-4 p.m.

Course Purpose:

The purpose of this course is to offer students an introduction to the laws and policies related to special education. More specifically, the course will provide students with a working knowledge of: (a) a historical perspective of disability related practices and policies; (b) federal and state legislation including Individual with Disabilities Education Act (IDEA); Americans with Disabilities Act (ADA); and Section 504 of the Rehabilitation Act of 1973 (504); and (c) current procedures for identification and instructional planning for students with disabilities (including the prereferral, referral, multidisciplinary evaluation, and individual education programming required by state and federal laws).

Course Objectives: Participants in this course:

1. Will have an understanding of the historical development of disability awareness, laws, policies, and procedures.
2. Will be able to utilize legal resources (statutes, regulations, and case law) in order to analyze a hypothetical to determine the probable outcomes.
3. Will have an understanding of IDEA, ADA, and 504
4. Will be knowledgeable of the policies and procedures for developing an Individual Education Program (IEP).
5. Will be knowledgeable of Free and Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), due process, related services, and discipline issues under IDEA and 504.
6. Will be aware of the reauthorization of IDEA and its implications including Response-to-Intervention (RtI).
7. Will have an understanding of transition procedures and practices
8. Will have an understanding of professional organizations and professional practices.

Instructional Methods:

Effective teaching methods will be modeled throughout the semester and will encompass a variety of formats including power-point facilitated lectures, small and large group problem-solving activities, videos and student-led presentations and discussions. In addition, case studies will be utilized regularly for student reflection and inquiry-based learning. The use of email correspondence with the instructor is strongly encouraged as a means of individualizing instruction. Computer-mediated instruction in the form of email communication among students and internet research will also be encouraged.

Course Expectations:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

It is expected that participants will attend all class sessions and will have read the assigned material prior to each session. Group activities and exams will be based on assigned readings.

Readings:

Due to the reauthorization of IDEA, readings for this class will be on-line.

Disability Statement:

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me in the first week of the semester. During this meeting we will discuss what accommodations you need and will receive in this course. Please be sure to contact me within the first week of the semester.

Evaluation Procedures:

INDIVIDUAL ASSIGNMENTS:

1.	Disability History Presentation	100 points
2.	Foundational Case	100 points
3.	Quiz #1	100 points
4.	Hypothetical #1	100 points
5.	Quiz #2	100 points
6.	Hypothetical #2	100 points
7.	CST/IEP Activity	100 points
8.	Final	100 points
9.	Graduate Assignment	<u>100 points</u>
TOTAL POSSIBLE POINTS =		800 points (undergrad)
		900 points (grad)

Disability History Presentation (100 points)

Each group will choose a historical figure that has been influential to special education law and policy. Using PowerPoint, the group will present (25 minutes) and this person. How the person contributed to special education law and policy should be very clear.

Foundational Case Presentation (100 points)

Each group will choose a foundation legal case that has been influential to special education law and policy. Using PowerPoint, the group will present (25 minutes) on this case. How the case contributed to special education law and policy should be very clear.

Hypothetical Scenarios (100 points each)

You will be given a hypothetical scenario about a disability related issue. I will pose questions that you must answer about the scenario using legal justifications.

Quizzes (100 points each)

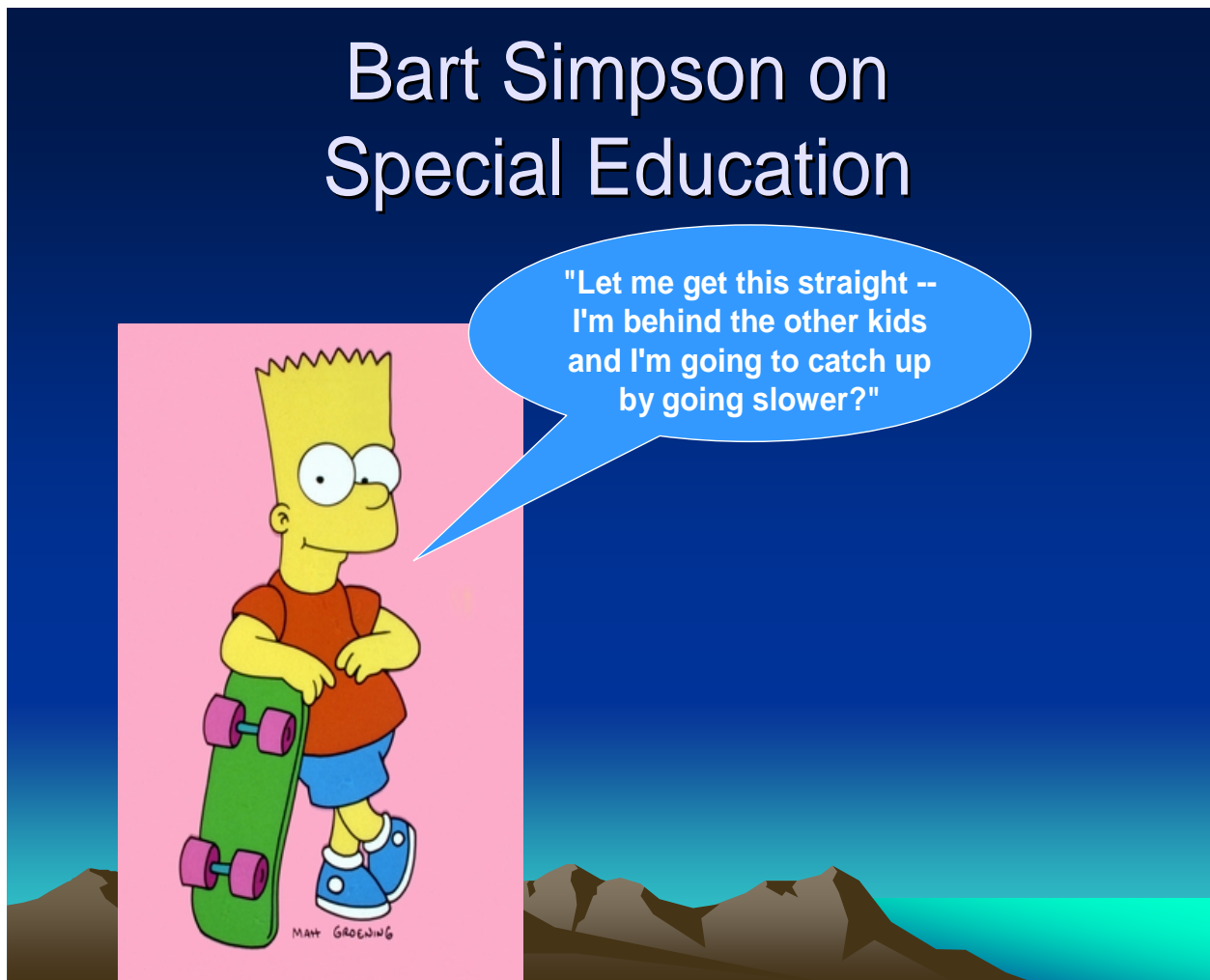
Quizzes are in essay format.

CST/IEP/Graduate Student Assignment (100 points/200 for grads)

Your task is to organize the mock IEP/CST meetings. Graduate students are responsible for providing the hypothetical case (the person and the context), providing the fictitious data in the form of a report, organizing the meeting, and assigning roles to other group members. The mock IEP/CST should demonstrate the best practices for using data to make a placement decision and developing a high-quality IEP. Your demonstration must be abbreviated (20 minutes) but touch on the critical elements of the meeting.

Grading Scale:

Letter Grade	Percentage
A=	93%-100%
B=	85%-92%
C=	77%-84%
D=	76% and below



Course Schedule (may be adapted as needed)		
Date	Class Activities	Assignment Due for Following Week
Week 1 8.28	Introduction to course, and the special education endorsement program.	Examine the Disability Social History web site: http://www.disabilityhistory.org/ Choose one individual from the history time line on the web site. Work in groups to develop a presentation.
Week 2 9.4	P and D on the history of people with disabilities Guest Speaker: June Hermanson MYLF Program Director	Read—Winzer Chpt. 1: <i>Disability and the Eighteenth Century: Dread and Despair</i> and Winzer Chpt. 2 <i>Into the Light of a More Modern World</i>
Week 3 9.11	P and D of 504 Guest Speaker: Tim Harris, OPI Legal Division	Do a web search of Section 504 of the Rehabilitation Act of 1973
Week 4 9.18	P and D of ADA Dan Burke, Disability Student Services,	http://www.nasdse.org/ http://www.ed.sc.edu/spedlaw/lawpage.htm
Week 5 9.25	History Presentations	Read—Read—Yell, Chapters 3 and 4 and Murdick et.al, Chapter 4. Quiz #1 (100 points)
Week 6 10.2	Finish History Presentations Introduction to IDEA 2004 (Quiz #1 is due)	Review: http://www.opi.state.mt.us/ Read—Yell, Chapters 3 and 4 and Murdick et.al, Chapter 4.
Week 7 10.9	Begin IDEA P and D of the Referral Process, RtI, FAPE and Evaluation Foundational Case #1	Work on Hypothetical #1 (100 points) Review: Contrast Table http://www.opi.state.mt.us/
Week 8 10.16	P and D of IDEA—Continue from above (Hypothetical #1 due at the beginning of class) Foundational Case #2	Review: Contrast Table http://www.opi.state.mt.us/
Week 9 10.23	P and D of IDEA—IEP and Mock CST/IEP Foundational Case #3	Review: Contrast Table http://www.opi.state.mt.us/
Week 10 10.30	P and D of IDEA—LRE Foundational Case #4	Review: Contrast Table http://www.opi.state.mt.us/
Week 11 11.6	Continue from Above Foundational Case #5	Review: Contrast Table http://www.opi.state.mt.us/ Prepare for Quiz #2 (100 points)
Week 12 11.13	P and D of IDEA—Enforcement and Due Process Video: Surviving Due Process Quiz #2 is due	Review: http://www.opi.state.mt.us/
Week 13 11.20	P and D of Part C Guest Speak: Dan McCarthy, OPI Hypothetical #2 is due	Visit the PLUK website http://www.pluk.org/ Read: Generating Community
Week 14 11.27	No Class--Thanksgiving	Visit the PLUK website http://www.pluk.org/
Week 15 12.4	Continue P and D of IDEA—Transition and Parental Participation	Prepare for Final Exam
FINAL—5:30 p.m. – 7:30 p.m. Thursday December 11 in Education 314		