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 knowledgeable of 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://life.umt.edu/VPSA/documents/StudentConductCode1.pdf

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:

Readings for this class will be on-line and distributed in class.

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 100 points

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 differentiated presentation format, 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

Bart Simpson on Special Education

"Let me get this straight -- I'm behind the other kids and I'm going to catch up by going slower?"
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Assignment Due for Following Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>9.1</td>
<td>Introductions&lt;br&gt;Review syllabus&lt;br&gt;Pre assessment&lt;br&gt;Core values&lt;br&gt;Reality</td>
</tr>
<tr>
<td>Week 2</td>
<td>9.8</td>
<td>P and D on the history of people with disabilities&lt;br&gt;P and D of 504&lt;br&gt;Guest Speaker: Tim Harris, OPI Legal Division</td>
</tr>
<tr>
<td>Week 3</td>
<td>9.15</td>
<td>P and D of 504&lt;br&gt;Guest Speaker: Tim Harris, OPI Legal Division</td>
</tr>
<tr>
<td>Week 5</td>
<td>9.29</td>
<td>History Presentations</td>
</tr>
<tr>
<td>Week 6</td>
<td>10.6</td>
<td>Finish History Presentations&lt;br&gt;Introduction to IDEA 2004&lt;br&gt;(Quiz #1 is due)</td>
</tr>
<tr>
<td>Week 7</td>
<td>10.13</td>
<td>Begin IDEA&lt;br&gt;P and D of the Referral Process, RtI, FAPE and Evaluation&lt;br&gt;Foundational Case #1</td>
</tr>
<tr>
<td>Week 8</td>
<td>10.20</td>
<td>P and D of IDEA—Continue from above&lt;br&gt;(Hypothetical #1 due at the beginning of class)&lt;br&gt;Foundational Case #2</td>
</tr>
<tr>
<td>Week 9</td>
<td>10.27</td>
<td>P and D of IDEA—IEP and Mock CST/IEP&lt;br&gt;Foundational Case #3</td>
</tr>
<tr>
<td>Week 10</td>
<td>11.3</td>
<td>P and D of IDEA—LRE&lt;br&gt;Foundational Case #4</td>
</tr>
<tr>
<td>Week 11</td>
<td>11.10</td>
<td>Continue from Above&lt;br&gt;Foundational Case #5</td>
</tr>
<tr>
<td>Week 12</td>
<td>11.17</td>
<td>P and D of IDEA—Enforcement and Due Process Video: Surviving Due Process&lt;br&gt; Quiz #2 is due</td>
</tr>
<tr>
<td>Week 13</td>
<td>11.24</td>
<td>No Class—Thanksgiving</td>
</tr>
<tr>
<td>Week 14</td>
<td>12.1</td>
<td>P and D of Part C&lt;br&gt;Guest Speak: Dan McCarthy, OPI&lt;br&gt;Hypothetical #2 is due</td>
</tr>
<tr>
<td>Week 15</td>
<td>12.8</td>
<td>Continue P and D of IDEA—Transition and Parental Participation</td>
</tr>
</tbody>
</table>

FINAL—5:30 p.m. – 7:30 p.m. Thursday December 15 in Education