

<p style="text-align: center;">WESTERN KENTUCKY UNIVERSITY Department of Educational Administration Leadership &. Research</p>	
<p style="text-align: center;">SPED 630 Special Education Law & Finance Spring 2020</p>	
<p style="text-align: center;">Instructor: Janet L. Applin, Ph.D., Associate Professor</p>	
<p>E-mail: janet.applin@wku.edu Email is the best way to reach me for a reply.</p>	<p>Note that Dr. Applin will be moving offices in January 2020. New office number, phone, and office hours will be posted on the blackboard site at the beginning of the semester.</p>

***Note: This document and other class related materials are available at**
<https://blackboard.wku.edu>.

Disclaimer: Note that items in the syllabus and on the course site are subject to change based on critical developments in the field; inclement weather; etc. Note that any changes will always be to the students' advantage and not to the professors. JLA

Course Description: Comprehensive study of existing school law codes for special education; budgeting and financial accounting for local, state, and federal monies; and grant activities (3 credit hours)

Pre-Requisites: SPED 516 or other introductory course.

Learning Outcomes: Upon completing this course, students will:

1. Understand the overall structure of the American Legal System and Legal Research
2. Have a deep understanding of the history of the law for children with disabilities
3. Have a deep knowledge of laws affecting individuals with disabilities (IDEA, Section 504, ADA, ESEA)
4. Have a deep knowledge of the main principles of IDEA (FAPE, Identification, IEP, LRE, Procedural Safeguards)
5. Be familiar with case law related to special education: Historic cases and recent cases.
6. Understand how special education is funded and financed.
7. Understand Contemporary Issues in Special Education Law and practice in educational settings

Textbooks and Required Materials:

THE LAW AND SPECIAL EDUCATION

9780135175002/ 0135175003

BY YELL, MITCHELL L.

PUBLISHED BY PEARSON EDUCATION

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PUBLICATION DATE: JUL. 6, 2018

During the course of the semester, students will be asked to use additional resources found online, in research journals and/or texts.

Major Course Topics:

- The American Legal System and Legal Research
- History of Laws affecting children with disabilities
- IDEA
- Section 504 of the Rehabilitation Act of 1973
- ADA
- ESEA, ESSA, and NCLB
- Principles of IDEA, IEPs, LRE, and Procedural Safeguards

Description of Course Assignments: Detailed instructions and due dates for each assignment will be outlined on the blackboard course site.

- Quizzes over text book chapters (10 at 10 points each)
- Five Discussion Boards/Live Chats (The Live Chats will be on Blackboard Collaborate Ultra in Real Time with the Professor – time and date TBD)
- Philosophy Research Paper
- Case Law Summaries
- Special Education Finance Report
- Professional Dispositions
- Final Exam

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Chapter Quizzes – 10 at 10 points each	100	Detailed Instructions and Due Dates will be available on Blackboard on the first day of class.
Philosophy Research Paper on History of Special Education Law and Future Directions	100	
Discussion Boards- 5 at 10 points each	50	
Case Law Summaries – 5 at 20 points each	100	
Special Education Finance Report	50	
Professional Dispositions	100	
Final Exam	100	
TOTAL	600	

The following represents the grade equivalent for accumulated points:

A = 600-558 (93-100%)

B = 557-480 (80-92%)

C = 479-420 (70-79%)

D = 419-360 (60-69%)

F = <359 (<60%)

Attendance and Participation Policy:

- Regular monitoring of blackboard is essential to your success in this course. The professor will make regular announcements and clarify instructions, provide additional resources, and remind you of due dates etc. through the Announcements Page and Email
- Projects and assignments must be completed within the timelines specified on the course site. LATE is not acceptable and is subject to a penalty past the due date – no matter the reason. This is to be fair to those who have their assignments in at the proper time.
- Extra credit to improve low grades is not granted. The focus **MUST** be on the completion prior to the due date of the course requirements as stated in the syllabus.
- Each participant is required to complete all discussion boards and projects. All word processing documents **MUST** be typed double spaced WORD format and grammatically correct. Please don't assume that spell check is accurate.
- Each participant is required to complete all assignments as posted on Blackboard.
- Rubrics for each assignment will be posted to the Blackboard course site the first week of class.

Please note: No student will receive an A if there are missing assignments.

Also note that I do not round up at any point in the grading system unless you have earned a final grade of 92.5% with ALL assignments in and ON TIME.

All graduate students are required to have a 3.0 GPA to receive their degree from WKU. See Academic Policies in the current Graduate Catalog.

Standards Alignment for SPED 630

Note that students who take SPED 518 may be from a variety of programs such as those leading to additional teacher certification or endorsement, or the Advanced Educational Leadership Director of Special Education program. The course aligns and assesses students based on KY Teacher Performance Standards, Council for Exceptional Children's Advanced Preparation Standards, Council for Exceptional Children's Advanced Preparation Standards for Special Education Leaders and/or Professional Standards for Education Leaders (PSEL). The course differentiates assessments based on the candidate's professional program and goals.

COUNCIL FOR EXCEPTIONAL CHILDREN ADVANCED PREPARATION STANDARDS FOR SPECIAL EDUCATION LEADERS (CEC) (2015) AND PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)

CEC Advanced Preparation STANDARDS	ALIGNED WITH EDAD/SPED 630 ASSIGNMENTS	PSEL STANDARDS	ALIGNED WITH EDAD/SPED 630 ASSIGNMENTS
AP STANDARD 1: ASSESSMENT		STANDARD 1: MISSION, VISION & CORE VALUES	Reflections on Readings
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	Case Law Studies	STANDARD 2: ETHICS AND PROFESSIONAL NORMS	Embedded in all course assignments Reflections on Readings
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES	Case Law Studies SPED Finance Report	STANDARD 3: EQUITY AND CULTURAL RESPONSIVENESS	Case Law Studies SPED Finance Report
AP STANDARD 4: RESEARCH & INQUIRY	Case Law Studies SPED Finance Report	STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT	Case Law Studies SPED Finance Report
AP STANDARD 5: LEADERSHIP & POLICY	Case Law Studies SPED Finance Report	STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	Case Law Studies SPED Finance Report
AP STANDARD 6:	ALL Assignments	STANDARD 6:	Reflections on

PROFESSIONAL AND ETHICAL PRACTICE	embed professional and ethical practice aspects	PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	Readings
AP STANDARD 7: COLLABORATION		STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	Reflections on Readings
		STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY	Reflections on Readings
		STANDARD 9: OPERATIONS AND MANAGEMENT	Reflections on Readings
		STANDARD 10: SCHOOL IMPROVEMENT	Reflections on Readings

KENTUCKY TEACHER PERFORMANCE STANDARDS (2018):

Candidates taking this course who are enrolled in teacher certification programs are assessed on the Kentucky Teacher Performance Standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment					
	SPED 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630
Standard 1. Learner development		X	X	X		
Standard 2. Learning differences	X				X	X
Standard 3. Learning environments	X	X				X
Standard 4. Content knowledge			X		X	
Standard 5. Application of content		X	X			
Standard 6. Assessment	X					
Standard 7. Planning for instruction						X
Standard 8. Instructional strategies		X			X	X
Standard 9. Professional			X	X		X

learning and ethical practice						
Standard 10. Leadership and collaboration				X		

Course Assignments Serving as an Education Preparation Program “Key Assessment”:

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	
4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiencies	
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	Case Law Studies
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	
8: Assessment of Literacy Outcomes	
9: Dispositions	Reflections

ACADEMIC INTEGRITY:

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University’s Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.

<https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf>

COURSE CALENDAR:

A course calendar will be provided with an outline of assignments, instructions, course topics, due dates, and required readings during the first face-to-face class meeting and on the Blackboard Course site at the beginning of the semester.

TOOLS FOR ONLINE LEARNERS:

A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support.

<https://www.wku.edu/online/srp/>

STUDENTS WITH DISABILITIES/ADA ACCOMMODATION:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

TITLEIX/DISCRIMINATION & HARRASSMENT:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

SAFETY AND EVACUATION:

At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.

<https://www.wku.edu/emergency/>

WRITING CENTER ASSISTANCE:

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students. Take a [video tour of the Writing Center](#) or learn about our thesis writing workshops on our [Resources for Thesis Writers](#) page! <https://www.wku.edu/writingcenter/>

CENTER FOR LITERACY:

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

THE LEARNING CENTER:

The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students enhance their academic performance and sharpen their skills to be successful Western Kentucky University graduates. TLC offers free tutoring to all WKU students as well as PASS (group tutoring) for select classes. Peer tutors are certified through the College Reading & Learning Association (CRLA). You may contact the TLC at <https://www.wku.edu/tlc/>

EXTRA HELP:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

COURSE ADJUSTMENTS:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to students.