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School of Teacher Education, Professor

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Office Hours
As posted, you will need to make an appointment. I answer email Monday through Thursday. You can read be quickly by email.

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 Hours)
Course Rationale
The purpose of this course is to provide students with the experiences necessary to enhance their knowledge of the issues involved in existing school law and finance. Students will develop a system by which to identify the strengths and weaknesses of policies and budgets.

Prerequisite(s):
EXEC 516 (or other introductory course in Special Education)

Co-requisite(s):
NA

Text
You need to purchase these two texts for the class. You will not be able to complete the assignments without them. I would recommend that you get them as soon as possible.

Any editions of the texts newer than these or these are appropriate for the class.


Field Work
This class requires twenty-five hours of fieldwork. The Kentucky Field Experience Tracking System (KFETS) is where students are required to enter all field experiences into the EPSB portal website here http://www.epsb.ky.gov/EPSB provides an explanation of the new requirements and the KFETS system here http://www.epsb.ky.gov/teacherprep/FieldExperience.asp
Office of Teacher Services has also created a Field Experience Requirements page to help provide information to students and fhttp://www.wku.edu/teacherservices/field_exp/ This webpage will be updated when more resources or information becomes available. This information includes the CEBS Field Experience Tracking Form

Course Objectives & Outcomes
KY Experienced Teacher Standards
The goal of this course is to present information on special education legislation and litigation. The course objectives are divided according to Standards II, VIII of Kentucky’s Experienced Teacher Standards, and I for Preparation and Certification. Technology is utilized via interactive telecommunication, on-line materials, discussion groups, and assignments.
Standard I: Demonstrates Professional Leadership
The extent to which the teacher practices effective listening, conflict resolution and group-facilitation skills as a team member.

**Standard II: Demonstrates Knowledge of Content**
The extent to which the teacher analyzes sources of information for accuracy.

**Standard VIII: Collaboration with Colleagues, Parents, and Others**
The extent to which the teacher demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution; secures and makes use of school and community resources that present differing viewpoints; recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds; and invites colleagues, parents, community representatives and others to help design and implement collaborative instructional projects; assesses student's special needs and collaborates with school services and community agencies to meet those needs.

**Course Objectives**
The student will acquire these skills by the end of the course:

1. Refine philosophies of legal and ethical practice
2. Identify critical due process
3. Identify legal foundations for teaching and instructions
4. Use legal and due process to design instructional programs to teach social skills and modify problem behaviors
5. Use effective monitoring of legal due process
6. Design and implement due process systems

Course Disposition(s) Statement
- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving and seeks to keep abreast of new ideas and understandings in the field.
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher values the use of educational technology in the teaching and learning process.
- The teacher respects the privacy of students and confidentiality of information.
- The teacher is willing to consult with other adults regarding the education and well being of his/her students and to work with other professionals to improve the overall learning environment for students.
- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher is a thoughtful and responsive listener.

Critical Performance
Case Study Portfolio

Instructional Methods and Activities
May include but is not limited to web supported sessions, group work, lab activities, presentations, online discussions and exams

**Special Instructional Materials**

- Case Studies
- Technology Utilization
- Video Taping
- Interactive Video
- Web Support

**Course Topics**

The following topics are meant to guide reading and preparation for class. They are subject to change. All topics will begin with a national focus and include Kentucky specific information.

- The Legal System and How It Works
- History of Special Education
- Statutory Provisions/ 504
- Statutory Provisions/ IDEA
- Statutory Provisions of NCLB
- Due Process
- Procedures
- Remedies, Damages and Compensatory Education
- Zero Reject and Child Find
- Evaluation and Classification
- IEP
- LRE
- FAPE
• Parent Participation
• Confidentiality and Privacy
• Student Misconduct Compliance

KERA Elements Addressed
Core Content for Assessment, Program of Studies, KERA Goals, and Academic Expectations

CLASS POLICIES
Understand that this syllabus is an agreement between the professor and the students enrolled in the course. While the professor retains the right to alter course parameters (e.g., due dates) as she thinks necessary, her part of the agreement is to: (a) refrain from requiring any other work than those assignments outlined in this syllabus, and (b) abide by the assignment point system and grading scale given herein. By remaining enrolled in this course, students indicate their agreement to: (a) abide by the following course policies, and (b) refrain from pleading or negotiating with the professor for the purpose of trying to alter or escape the consequences of any given policy.

In other words, since you do not want me to change the established rules in ways that might go against you, do not attempt to change the rules in ways that might favor you but go against maintaining the order and integrity of the course. In the event that any student deviates from the letter or intent of the policies given, the professor also reserves the
right to impose any appropriate penalty upon the offending student (e.g., loss of points) that she sees fit.

1. LATE WORK
In order to receive full point credit, assignments must be turned in on the specified due date. Please do not procrastinate on assignments since you have the due dates well in advance. Your grade will be docked by 10% for each day an assignment is late. This is an effort to be fair to students who have their assignments at the proper time.

2. ASSIGNMENT GUIDELINES / GRADING CRITERIA
Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement’s point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they might have regarding the guidelines for a particular assignment.

3. EXCUSES
Due to potential abuses of due dates and class participation requirements, excuses will not exempt students from the enforcement of late work and participation policies.

4. SCHEDULED EXAMS/COMPETENCY CHECKS
Students must complete competency checks by the dates scheduled by the professor.

5. PLAGIARISM
To represent ideas or interpretations taken from another source as one's own is plagiarism.

The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59).

Using word-for-word content from a source without indication a direct quote is also plagiarism, even is the source is cited. Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a grade of “F” for the final course grade.

6. ACADEMIC DISHONESTY
Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a grade of “F” for the final course grade.

7. TECHNOLOGY MANAGEMENT
Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology, hardware, and software are prerequisites to taking an online course. This includes PowerPoint software.

8. EMAIL COMMUNICATION
Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out “the whole story” or thinking through
the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate / disrespectful student email is received by the professor, she reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action he sees fit.

9. DISCUSSION BOARD POSTINGS
When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students’ families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do right in the same kind of situation. Deviations from these guidelines will not be tolerated.

10. APA STYLE
All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). APA style will not be taught as a part of this course. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may wish to consult the web for information on citing electronic references: http://www.apastyle.org/elecref.html

11. DUE DATES
The dates listed in the syllabus are the dates by which the assignment must be received.

12. SUBMIT WORK
EMAIL all assignments except the Discussion Board to Dr. Atwell at nedra.atwell@WKU.edu. Respond to the Discussion Board in that area of the course. List the course number and contents in the RE line of the email. Make sure you write your name on all products.

13. CHECK EMAIL
Check your WKU email at least three times a week.

14. FORMAT
All papers must be typed, double-spaced and grammatically correct. Number all pages, except the title page.
15. EXTRA CREDIT
Extra credit to improve grades will not be granted. Put your full efforts into completing the course requirements as presented. Work cannot be redone.

16. INCOMPLETES
Students requesting an incomplete for any reason must contact the instructor to ask for an incomplete, which may or may not be granted, depending on the instructor's judgment regarding the circumstances of the student's request. According to the Graduate Catalog, p.13, "A grade of 'X' (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. "An 'X' received by a student will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer excluded). The grade of 'X' will continue to appear as the initial grade on the student's transcript, along with the revised grade.

17. CRITICAL PERFORMANCE
The Case Study Portfolio, the critical performance for this class, must be uploaded before a grade will be assigned for the class. You must email a copy to Dr. Atwell, as well.

Plagiarism Policy
To represent the ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious
offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Attendance Policy
Class attendance is imperative. Your success depends on active participation. If you have to miss a class, it is your responsibility to get any material from your peers. Your attendance in an online class is through the Discussion Boards and participation with the materials.

Disability Accommodation Statement
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 for both voice and TDD users.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grading Scale
Midterm 75 Points
Final 75 Points
Case Portfolio 250 Points
Discussion Boards 200 Points

Total 600 Points
540-600 Points A
480-539 Points B
420-479 Points C
360-419 Points D
359 and Below F

Grading Procedures
The course grade will be calculated using the following assignments:

Exams
Midterm March 7
Final May 2

Case Portfolio
Each case in the Weishaar text is designed to extend student thinking about special education law. I hope that each case will cause you to question and reflect. You are to select six cases from your text and answer the questions at the end of each case, for example, Legal Issues, Other Issues, and Activity.

Answering the questions will give you a sound overview and analysis of the case. After you have finished Part One the analysis of the six cases, write a reflective analytic essay Part Two detailing the implications of the cases for your teaching.
You have two parts to this assignment. **Part One** will include your write-up of the six cases you selected. Be sure that after you answer the questions listed above; you do a thorough analysis of that specific case. You analysis should answer the questions and provide an individual reflection for each case. Many students list each question and answer it. At the end of the answered questions, they include a section titled reflections. The field hours are attached to this assignment and go with Standards 5 and 6.

**Part Two** requires you to look at all six of the cases holistically. What are the implications for you? Your school? Teaching? This needs to be a reflective analytic essay.

*You will need a Table of Contents for this assignment. Be sure that all writing is professional. Twenty percent of your grade will be determined by your writing. Students must complete this to pass the class. This critical performance must be downloaded in the electronic portfolio AND EMAILED TO Dr. Atwell.*

*This assignment is due April 22.*

**Discussion Boards**
Questions will be posted on the discussion board for all members of the class to respond. In order to get full credit for the Discussion Board, you must post at least three times and the postings must be over different days. Not all three postings can be on the same day. You should post no more than
six times on each discussion board. Be sure to read your peers responses. You will find the questions and responses a lively and interesting part of this course. The date listed with each question is the last date the Discussion Board will be open for discussion. You will have discussion questions to complete by 1/31, 2/14, 2/28, 3/14, 3/28, 4/11, 4/25 and 5/2.

Find full explanation of Kentucky's Advanced Teacher Standards at: http://www.kyepsb.net/teacherprep/standards.asp

Comparison of Council for Exceptional Children Advanced Teaching Standards and Kentucky Advanced Teacher Standards:

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<thead>
<tr>
<th>Objective #</th>
<th>CEC 2013 Advanced Standards</th>
<th>KY Advanced Teacher Standards</th>
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<tbody>
<tr>
<td>1- Assessment</td>
<td>2. Designs/Plans Instruction</td>
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<td>5. Assessment</td>
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<td>Topic</td>
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<td>2- Curricular Content Knowledge</td>
<td>2. Designs/Plans Instruction, 5. Assessment, 7. Reflection, 9. Professional Development</td>
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<tr>
<td>3- Programs, Services, and Outcomes</td>
<td>1. Content Knowledge, 2. Designs/Plans Instruction, 3. Learning Climate, 6. Technology, 10. Leadership</td>
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<td>4- Research &amp; Inquiry</td>
<td>3. Learning Climate, 4. Manages Instruction, 10. Leadership</td>
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<td>7- Collaboration</td>
<td>8. Collaboration, 10. Leadership</td>
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*KY Core Academic Standards (KCAS) are emphasized in this course through lesson plans and IEP goals*