

From: [Christy Smith](#)
To: [Rose M. Smith \(ADE\)](#)
Cc: [Ketevan Mamiseishvili](#)
Subject: UAF Ed.S. program proposal
Date: Thursday, April 1, 2021 3:38:44 PM
Attachments: [Combined syllabi for Ed.S. updates.pdf](#)

Rose,

Since I submitted our district level program application in February the EDLE faculty has recommended replacing two non-core courses I included in the program approval.

We want to **remove**:

ESRM 6403 Educational Statistics and Data Processing and

EDLE 6513 Program Evaluation in Education, and

replace them with:

EDLE 6433 Legal Aspects of Special Education and

EDLE 6123 Advanced Fiscal Issues.

Neither of the classes we propose discontinuing are core courses so this change will not affect licensure. It is the consensus of the faculty and our department chair that, even though the courses are not licensure-related, they are better aligned to the NELP Standards and Arkansas Competencies for district-level administrators.

EDLE 6433, Legal Aspects of Special Education, focuses on a district level administrator's leadership related to identifying and supporting students with disabilities under IDEA and Section 504. It aligns with all NELP Standards 1-7, but is especially applicable to Components 2.2, 3.2, 3.3, 4.2, 4.3, 5.1, 6.2, 7.3.

EDLE 6123 Advanced Fiscal Issues extends the skills students learned in the core finance course (EDLE 6103 School Finance) to address special issues in the area. The NELP Components particularly applicable to this class are 3.2, 4.1, 5.2, 5.3, 6.1, 6.2, 7.3, 7.4.

We have already initiated the institutional approval process to make this change, which is quite lengthy, often taking more than six months.

Attached are the syllabi for the new courses. If there is additional information you need, please let me know and I will promptly provide it.

Thank you,

Christy



GRADUATE PROGRAM IN EDUCATIONAL LEADERSHIP

COURSE SYLLABUS

General Course Information

Course Number: EDLE 6123
Course Title: Advanced Fiscal Issues
Semester: Summer Session II
Location: Online using Blackboard Collaborate
Time: Thursdays, 5:30 p.m.-8:15 p.m. (Central Time)
Number of credits: 3
Prerequisites: Admission to the Graduate School

Instructor Information:

Name: Kevin P. Brady
Email: kpbrady@uark.edu
Office location: 105 Peabody Hall
Office phone and/or other contact information: 919.714.2295
Office Hours: By appointment virtually or scheduled campus office visit.

I. Relationship to Knowledge Base:

ADVANCE LEVEL: (MA, Ph.D., Ed.D, or EdS)

This course is an advanced course at the graduate level in the Graduate Educational Leadership Program. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed for the successful undertaking of analyzing budgeting and finance issues arising at the school & district-level.

National Educational Leadership Standards: District & Building Administrator Standards

Program Goals and Objectives Aligned with NELP Standards:

The primary objective of this course is to enhance the legal knowledge and understanding of future school administrators to foster leadership development with federal and state-level legal compliance and related issues throughout the organization.

NELP District & Building 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

NELP District 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

NELP Building 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

NELP District & Building 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

NELP District & Building 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities & resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

NELP District 6.2: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools to develop their school-level resourcing plans.

NELP District 7.3: Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state and national policy, laws, rules, & regulations.

NELP District 7.4: Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Arkansas Competencies for District & Building Administrators

District Level Competencies	Building Level Competencies
1.1	
2.2, 2.3, 2.4	2.2, 2.3, 2.4
3.2, 3.4	3.2
6.2	
7.3, 7.4	

Textbooks:

Schilling, C.A. & Tomal, D.R. (2013). *Resource Management for School Administrators*. New York, NY: Roman & Littlefield Publishers, Inc.

Sorenson, R.D. & Goldsmith, L.M. (2017). *The Principal's Guide to School Budgeting (3rd edition)*. Thousand Oaks, CA: Corwin.

Supplemental course reading materials:

Picus, L.O. & Odden, A.R. (2011). Reinventing school finance: Falling forward. *Peabody Journal of Education*, 86, 291-301.

Pijanowski, J.C. & Brady, K.P. (2009). The influence of salary in attracting and retaining school leaders. *Education and Urban Society*, 42(1), 25-41.

II. Purpose of Course

1. This course is a graduate-level survey course in district/school-building level budgeting and finance. At the completion of this course, participants, at a minimum, will better understand the following aspects of district/school-building level budgeting and finance. As a result, the following seven course objectives will Understand national and well as state and local-level fiscal characteristics of public k12 school budgeting spending trends;
2. Identify leading k-12 public school revenue generating sources, including property taxes, state aid, and special revenue sources;
3. Identify leading k-12 public school expenditure sources, including personnel, instruction, school transportation, student activities, and school infrastructure;
4. Become familiar with performing a district & school-level budgetary analysis with an emphasis on incorporating data-driven decision making techniques as a tool to measure the overall “fiscal health” of a school;
5. Exposure to the major legal and ethical issues associated with the budgeting process and the corresponding fiduciary responsibilities of the district and school administrator;
6. Exposure to major auditing issues associated with k-12 school budgets
7. Understand the basic funding structure and classification system for K-12 school funds

III. Course Structure

This five-week course is structured in an online format with weekly synchronous online sessions where class participants can actively interact and discuss the course materials. An online module folder for each week will be posted on BlackBoard no later than Monday at 11:50 p.m. (Central Time) for each of the five weeks of the course and will contain lessons for that particular week. Each lesson is organized into 3 tasks: Read, Explore, and Do. These will be your course activities for each week. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activities.

IV. Learning Modules and Lessons

The course is divided into 5 content modules which include approximately 2-3 lessons per module. The course's five modules include:

- 1. Module 1:** Introduction to Fiscal Support for K-12 Schools
- 2. Module 2:** K-12 School Funding Accounting and Classification Structures
- 3. Module 3:** Operationalizing Building-Level Budgeting and Finance
- 4. Module 4:** Building-Level Specific Expenditures
- 5. Module 5:** Application of Data-Driven Decision Making to Building-Level Budgeting

Course Requirements:

Attendance

Class participants are expected to attend class, study and analyze assigned readings, participate in class activities, and complete all assignments. Work will be completed in class, out of class, individually, and in dynamic groups. Verbal and written demonstration of school finance knowledge and understanding will be required. When you are unable to attend a particular class, please either telephone or e-mail me directly. **Excused absences** include anticipated absences that are detailed in the University policies on attendance (e.g., official university functions, court dates, military duty, personal emergency, and religious observances), and emergency absences (e.g., illness and injury certified by an attending physician, and death or serious illness of family member when documented appropriately).

Participation:

Participation is an integral part in this online, synchronous course. Actively participating in discussion (e.g., posing questions, relating personal experiences or insights, working collaboratively with other class participants, and devising applications) promotes learning for all students. That is, your participation is important to your learning as well as the learning of others. Therefore, active participation is expected of all students. **Class participants will receive a participation grade related to their active involvement in class activities (on-line discussion reflections, collaborative activities, responses to instructor inquiries, etc.)** The grade is based on the participation guidelines listed below.

<i>Punctuality</i>	Student was prompt and departed at the designated time or upon being dismissed by the instructor.
<i>Contribution (e.g., open Active Listening</i>	Student contributed to online class discussion by offering ideas and asking questions one or more times Student listened to their colleagues. For this course, listening involves: (a) focusing attention on the speaker (b) incorporating or building off of the ideas of others, and (c) not engaging in behavior that diverts classmates' attention from the speaker (e.g., talking to another person).
<i>Conduct</i>	Student did not engage in disruptive behavior (e.g., loud talking, physical aggression, loud noises) during class.

Preparation

Student was prepared for class with assignments and required class materials

Late/Missed Assignments and Make-Up Policy:

Assignment due dates are noted in the course schedule. A class member's grade will be devalued in points (approximately 10%), which generally equates to a one-letter grade reduction (e.g., A- becomes a B-) for every additional 24-hour period that passes beyond the scheduled due date and time. Of course, special circumstances do sometimes arise (e.g., official university functions, court dates, military duty, personal emergency, and religious observances), and special arrangements or alternative assessments will be made regarding the missed assignment/ quiz. In these instances, please notify the instructor in advance (preferably at least two weeks in advance). When advance notification is not possible, as in the case with emergency absences (e.g., personal or family illness or death), the student should notify the instructor as soon as possible.

Description of Major Course Assignments:

Assigned course reading assignments:

The course readings are both scholarly and contemporary in nature and are designed to prompt critical analysis and thought-provoking questions, serve as a common information base for intellectually stimulating dialogue, and provide useful information about issues surrounding the financing and budgeting of U.S. public K-12 schools. The opinions and ideas in the readings do not necessarily reflect the instructor's opinion; rather they represent different aspects and ways of viewing school finance concepts and issues.

For each assigned reading the student should critically examine the lines of argument, contradictions, issues and implications in the reading, and make connections and/or distinctions between the reading and the student's personal experiences/beliefs/attitudes. You should take note of how the information may be applied in a future school principal position. **All assigned readings should be completed prior to class.** Since this five-week course on building-level budgeting and finance presents new concepts and skills to many educators, it is necessary to keep up with all the assigned course readings **On-Line Course Evaluations:**

Schedule: Online course evaluations will be available for class participants to complete during the last week of class.

Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

Course Requirements:

(1.) Class participation: (10 pts.)

Class members are expected to attend class, study and analyze assigned readings, participate in class activities, and complete all assignments. Work will be completed in class,

outside of class, individually, and in dynamic groups. Verbal and written demonstration of school finance knowledge and understanding will be required. When you are unable to attend a particular live, online class session, please either telephone or e-mail me directly.

Class Participation Rubric:

Student Participation Grade	Instructor Assessment
A	The instructor recognizes individual and group contributions as constructive, thoughtful, and reflective through use of class text/reading citation and/or reference.
B	The instructor recognizes the individual and group contributions as constructive and thoughtful.
C	The student is not well prepared or is inconsistent in his/her contributions to activities.
F	Unacceptable. The student dominates discussion in ways which prevent others from contributing or refuses to participate.

Take-Home Final Examination: (50 points)

[Due Date:

Students will be given a fifty-question, multiple choice examination. Class members will **demonstrate** their knowledge of school finance terminology and structure provided in the course. The final exam will consist exclusively of multiple-choice questions. Questions will be drawn from **BOTH** assigned course readings and lecture materials. **Please note that the final examination will be made available by _____ and due one week later on _____ by no later than 11:59 p.m. (Central Time) and is to be uploaded to the Blackboard course site.**

(2.) School-Based Budgeting Analysis Project (Artifact Assignment): (40 points)

[School-based budgeting written reports: by 11:59 p.m. (Central Time)

Knowledge of the Specifics:

- Understand and distinguish among key financial accounting terms and concepts associated with a particular state for the funding of its k-12 public schools;
- Distinguish among multiple forms of school-level data including: (1.) perceptual data; (2.) demographic information; (3.) student testing data; (4.) student and teacher outcome data.

Grading Rubric for School-Based Budgeting Analysis Artifact (40 points)

Description	Maximum Available
Identify relevant and multiple sources of data as they relate to your budget, including demographic data; student testing data; school process; perceptual data	10 points
Discuss specifically how you incorporated data-driven decision making into your budgetary process.	5 points

Throughout the course of this intense, five-week semester, each class participant will begin examining a school or district budget for a fiscal period spanning a minimum of two fiscal years (3-5 fiscal years is preferred). A central component of the school budgeting process is a professional presentation of the school-level budget in an open, public school board meeting. As much as it is feasible in a abbreviated five-week course, this project will attempt to replicate this process. Each class participant will create a basic, school-level budgetary analysis. Particular attention will be paid to making plausible budgetary recommendations for the reallocation of financial resources at the school-level to maximize existing student achievement levels. Several samples, or rubrics of these school-based budgeting reports will be placed on the course Blackboard site for review by class participants.

Your school-based budgeting analysis project comprises a significant percentage of your grade. *This assignment will serve as the major artifact for this course.*

The school-based budgeting analysis project is comprised of five parts. These five parts include:

- (1.) Identifying multiple sources of school-level data as they relate to financial resource allocation;
- (2.) Identify your school’s largest and smallest expenditure areas over a multiple year period (3-5 years);
- (3.) Use examples of data-based decision making as it applies to resource allocation at the school-level;
- (4.) Identifying major school fund accounting structures;
- (5.) Identifying school-level recommendations for fiscal improvement to the school building principal.

Identify at the school- level, the three-largest, non-personnel related expenditures over a two year period.	5 points
Identify at the school- level, the three-smallest, non-personnel related expenditures over a two year period.	5 points
Identify and briefly justify (3 to 5) areas of fiscal concern based on your school-level analysis. Provide data as evidence.	5 points
Identify 3 to 5 school- level recommendations for budgetary allocation improvement that are based on the fiscal and non-fiscal data you analyzed.	10 points

Implications and Application to Future Professional Practice:

- As aspiring school leaders, candidates will be expected to understand the school and district-level budget. This project provides the knowledge, skills, and practice to engage staff in the budgeting and finance processes of schools.

Course Evaluation:

Course grades will be based on cumulative points on all assignments and on class participation. The relative weighting for each of these expectations is listed below.

Class Assignments/Expectations	Highest Possible Points
Class participation	10 points
Take-home final examination	50 points
School-based budgeting analysis project	40 points
Total possible points:	100 points

Grades will be assigned according to the following scale:

- | | | |
|-------------|------------|-------------------|
| A (100-90%) | C (79-70%) | F (59% and below) |
| B (89-80%) | D (69-60%) | |

**EDLE 6123: Advanced Fiscal Issues
Tentative Course Schedule
Summer Session II**

Session 1: Video	Reading Assignment for Session 1:
Date:	

<p>Topic(s):</p> <ul style="list-style-type: none"> • Course Introductions • Current fiscal trends in K-12 budgeting and finance • An overview of leading sources of fiscal support to the nation's k-12 public schools 	<ul style="list-style-type: none"> • Allison, G.S. & Johnson, F. (2015). <i>Financial Accounting for Local and State School Systems</i>. Washington, D.C.: National Center for Education Statistics (NCES). -Ch. 1: Financial reporting within a system of education information (pages 6-13); Ch. 2: Budgeting (pages 14-25) • Arkansas Department of Education, Arkansas School Finance Manual (2016-17) (Skim) • Arkansas Financial Accounting Handbook for Arkansas Public Schools (keep as reference tool for course) <p>Reading Assignment for Live, Online Session 2:</p> <ul style="list-style-type: none"> • Crampton, et al., Ch. 3: Basic Funding Structures • Schilling & Tomal, Ch. 1: Financial Management Principles and Historical Perspectives; Ch. 3: Accounting, Budgeting, and Reporting • Picus, L.O. & Odden, A.R. (2011). Reinventing school finance: Falling forward. <i>Peabody Journal of Education</i>, 86, 291-301.
<p>Live, Online Session</p>	<p>Reading assignment for Live, Online Session 3:</p>
<p>Date:</p>	
<p>Topic(s):</p> <ul style="list-style-type: none"> • School Funding Accounting Classification Categories and Structures 	<ul style="list-style-type: none"> • Crampton, et al., Ch. 3: Basic Funding Structures; Ch. 5: Budget Planning • Schilling & Tomal, Ch. 2: Resource Allocation and Financial Planning • Sorenson, et al., Ch. 4: A Model for Integrating Vision, Planning, and Budgeting; Ch. 5: Effective and Efficient Budgeting Practices
<p>Live, Online Session</p>	<p>Reading assignment for Session 4:</p>
<p>Date:</p>	

<p>Topic(s):</p> <ul style="list-style-type: none"> Operationalizing Building-Level Budgeting and Finance Building-level budgetary and financial planning 	<ul style="list-style-type: none"> Crampton, et al., Ch. 6: Budgeting for Personnel; Ch. 7: Budgeting for Instruction; Ch. 8: Budgeting for Student Activities; Ch. 9: Budgeting for School Infrastructure; Ch. 10: Budgeting for Transportation and Food Service Schilling & Tomal, Ch. 5: Managing Human Resources; Ch. 6: Managing Facilities for Higher Performance and Productivity; Ch. 7: Auxiliary Services: Food, Safety, Security, and Transportation
<p>Live, Online Session</p>	<p>Assignment for Session 5:</p>
<p>Date:</p>	
<p>Topic(s):</p> <p>Building-Level Specific Expenditures:</p> <ul style="list-style-type: none"> Budgeting for School Personnel <ul style="list-style-type: none"> Budgeting for Student Instruction Budgeting for Student Activities Budgeting for School Infrastructure Budgeting for Transportation and Food Services 	<ul style="list-style-type: none"> Crampton, et al., Ch. 12: Site-based Leadership Sorenson, et al., Ch. 3: Culture, Data, and Celebrating Success; Ch. 6: Building the School Budget Hansen, J. (2008). The role of nongovernmental organizations in financing public schools. In H.F. Ladd & E.B. Fiske (Eds) <i>Handbook of research in education finance and policy</i> (pp. 314-331). New York: Routledge. Pijanowski, J.C. & Brady, K.P. (2009). The influence of salary in attracting and retaining school leaders. <i>Education and Urban Society</i>, 42(1), 25-41.
<p>Live, Online Session</p>	<p>Final Online Class Session:</p>
<p>Date:</p>	<p>> Take-Home Final Examinations Due</p>

<ul style="list-style-type: none">• The impact of data-driven decision making on school building-level budgeting and finance• Legal concerns and liability in school building-level budgeting and finance• Leading policy issues in school building-level budgeting and finance• Complete Online Course evaluation	<p>> School-Based Budgeting Reports Due</p>
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V. Writing Expectations

All assignments should be completed in a **grammatically correct and well organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>

VI. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

VII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

VIII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary

action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville “bad weather” can be useful in understanding lapses in online access. University closing announcements are made on KAUF Radio, 91.3 as well as local radio and television stations. The University’s inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

IX. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week’s lesson

X. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

XI. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through the department, or through the assistance of the University Ombuds Office, which can provide objective and confidential information. To assist students in identifying the appropriate contact person, please view this List of Programs, Department, and College contacts. A flow chart is available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to the University of Arkansas Graduate Catalog at <http://catalogofstudies.uark.edu/3909.php> for appeals structures and formal procedures for academic grievances.



SPECIAL EDUCATION PROGRAM
EDUCATIONAL LEADERSHIP PROGRAM

SYLLABUS

General Course Information

Course Number: EDLE/SPED 6433

Course Title: Legal Aspects of Special Education

Catalog Description: A study of litigation trends in special education, federal and state laws, and relevant caselaw. This is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of the myriad of legal issues involving students with disabilities at the K-12 level.

Semester: Spring 2021

Location: Online using Blackboard Learning Management System (LMS)

Number of credits: 3

Prerequisites: Admission to the Graduate School

“The study of law can be disappointing at times, a matter of applying narrow rules and arcane procedure to an uncooperative reality; a sort of glorified accounting that serves to regulate the affairs of those who have power—and that all too often seeks to explain, to those who do not, the ultimate wisdom and justness of their condition. But that's not all the law is. The law is also memory; the law also records a long-running conversation, a nation arguing with its conscience.” (Barack Obama)

Instructor Information:

Name: Kevin P. Brady

Email: kpbrady@uark.edu

Office location: 105 Peabody Hall

Office phone and/or other contact information: 479-575-2436

Office Hours: By appointment virtually or a scheduled campus office visit. I generally prefer to schedule Zoom sessions for appointments.

Availability for course-related inquiries – I try to respond within 24 hours of an email/voicemail on Mondays thru Fridays from 9-5 pm (Central Time) and not over the weekend. I encourage you to ask questions in the “Course Questions” forum located on the course BlackBoard site. I try to prioritize these questions.

I. Relationship to Knowledge Base:

ADVANCE LEVEL: (Ph.D., Ed.D, or EdS)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will emphasize a study of the legal basis for current practices in special education. Throughout the course, theoretical issues will be linked with current and past programmatic issues in special education.

II. Course Goals:

This course prepares class participants to be knowledgeable in foundational legal issues and federal statutes and regulations impacting the education of students with disabilities. More specifically, this course provides students with a history of special education litigation and legislation, emphasizing the Individuals with Disabilities Education Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

III. Course and Skill Objectives:

1. Understand the legal history as related to the leading federal laws impacting students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities ACT (ADA).
2. Describe and evaluate the major legal principles of the current IDEA.
3. Effectively communicate leading special education legal principals to colleagues and parents/legal guardians of students with disabilities.
4. Analyze judicial opinions and executive agency interpretations of special education

- and civil rights law and apply the opinions and interpretations to local district and school-level situations.
5. Understand and prepare for a school's legal responsibility to evaluate students for potential eligibility under the IDEA or Section 504.
 6. Prepare for and administer due process hearings and reviews under both the IDEA and Section 504.
 7. Recognize leading landmark United States Supreme Court cases as well as leading federal and state-level caselaw impacting students with disabilities.
 8. Understand legal issues surrounding Section 504 of the Rehabilitation Act of 1973
 9. Understand cultural and racial concerns and issues regarding the provision of special education and related services to students with disabilities
 10. Acquire knowledge in developing a legally compliant Individualized Education Plan (IEP).
 11. Provide legally compliant supervision of the IEP review and revision process.
 12. Understand the legal requirements associated with providing a free appropriate public education (FAPE) in the least restrictive environment (LRE).
 13. Understand and communicate the procedural safeguards and dispute resolution options available under the IDEA and Section 504.
 14. Critically discuss and evaluate current legal trends in special education.

**Council For Exceptional Children (CEC)
National Standards Covered in Course EDLE/SPED 6433:**

CEC Initial Level Special Educator Preparation Standards:

4.3: Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.1: Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

CEC Special Education Specialist Advanced Preparation Standards:

5.4: Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

6.1: A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2: Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.4: Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

**National Educational Leadership Standards:
District & Building Administrator Standards**

Program Goals and Objectives Aligned with NELP Standards:

The primary objective of this course is to enhance the legal knowledge and understanding of future school principals to foster leadership development with federal and state-level legal compliance and related issues throughout the school organization.

NELP District 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

NELP Building 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

NELP District & Building 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

NELP District 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

NELP District & Building 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

NELP Building 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and wellbeing.

NELP District 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

NELP District 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Arkansas Competencies for District, Building, & Special Education Administrators

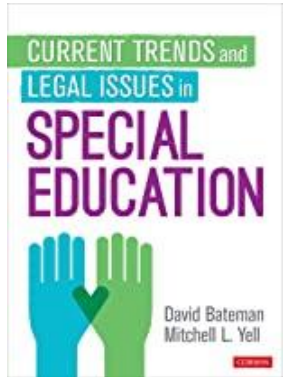
District Level Competencies	Building Level Competencies	Special Education Administrator Competencies
2.2, 2.3, 2.4, 2.5	2.2, 2.3, 2.4, 2.5	2.2, 2.3
3.1, 3.3, 3.4, 3.5	3.3, 3.4, 3.5	3.1, 3.3
7.3, 7.4		4.5

IV. Required Textbooks:

The following **three textbooks** are required and used throughout the course. In addition, there will be a number of web-based lectures, learning activities, supplemental journal articles and other online resources assigned for each lesson.

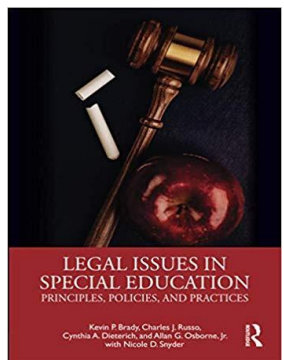
Bateman, D. & Yell, M.L. (2019). *Current trends and legal issues in special education*.

Thousand Oaks, CA: Corwin.



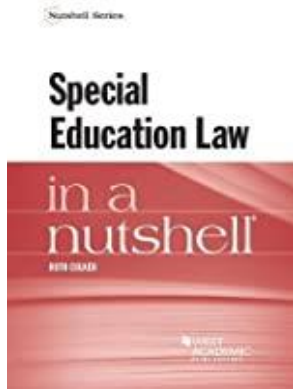
Brady, K.P., Russo, C.J., Dieterich, C.A., & Osborne, A.G. (with N. Snyder) (2020).

Legal issues in special education: Principles, policies, and practices (1st edition). New York, NY: Routledge



Colker, R. (2018). *Special education law in a nutshell*. St. Paul, MN. West Academic

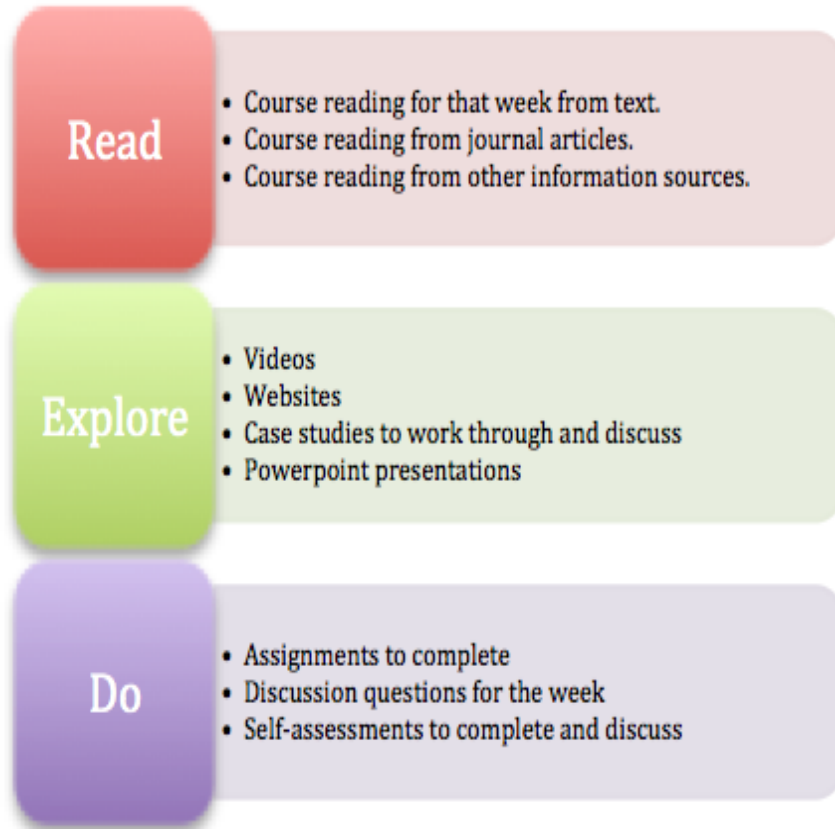
Publishing.



(Note: Supplemental readings and legal cases will be made available online on the Blackboard course site.)

V. Course Structure

This course is structured in a fully online format. **Each formal lesson begins on Monday of each week.** Each lesson is organized into 3 tasks: **Read, Explore, and Do.** These will be your course activities for each week. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity. **Complete your "Do" activities using VoiceThread by no later than Sunday night and reply to at least 2 other students' discussion posts during the week.** This schedule is designed based on student feedback to allow for optimal flexibility for your schedule by giving you weekdays and weekends to complete your work. Please prepare to manage your own needs based on other commitments to ensure you are able to participate fully throughout the lesson week.



VI. Modules and Lessons

The course is divided into **seven (7) course content modules**. Each module contains 1-3 separate lessons. The seven course content modules for this course include:

1. Introduction to Special Education and Legal Research in a Digital Age
2. The Individuals with Disabilities Education Act (IDEA): A Legal Primer
3. Federal Civil Rights Laws Impacting Students with Disabilities: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA)
4. Student Transition Services, Disciplining Students with Disabilities, and the Critical Role of Parents/Legal Guardians
5. Emerging Legal Issues Involving Students with Disabilities
6. Alternative Dispute Resolution (ADR), Mediation, and Legal Remedies
7. Maintaining Your Special Education Legal Literacy

**SPED/EDLE 6433
Course Schedule
Spring Semester 2021**

Notes:

***Bateman & Yell:** Refers to *Current Trends and Legal Issues in Special Education*

****Brady, et al.:** Refers to *Legal issues in special education: Principles, policies, and practices*

*****Colker,** Refers to *Special education law in a nutshell*

******Highlighted Special Education Legal Cases** are all found in the text, *Legal issues in special education: Principles, policies, and practices*

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
1	Week 1 (January 11-17)	<u>Module 1:</u> Introduction to Special Education and Legal Research in a Digital Age	Course Introductions & Online Navigation Using Blackboard and VoiceThread Legal History Involving Students with Disabilities: An Overview	Brady, et al. Ch. 1: Addressing and Maintaining Special Education Legal Literacy Brady, et al., Ch. 2: Historical Development of Laws Impacting Students with Disabilities <u>Highlighted Special Education Legal Cases:</u> <i>Watson v. City of Cambridge</i> , 157 Mass. 561 (1893)

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
				<p><i>Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania, 343 F.Supp 279 (1972)</i></p> <p><i>Mills v. Board of Education of the District of Columbia, 348 F. Supp. 866 (1972)</i></p>
2	<p>Week 2 (January 18-24)</p>		<p>The Multiple Sources of Special Education Law</p> <p>Finding Special Education Legal Resources Online</p>	<p>Brady, et al.</p> <p>Ch. 3: Finding Special Education Legal Information in a Digital Age</p>
3	<p>Week 3 (January 25-31)</p>	<p><u>Module 2:</u></p> <p>The Individuals with Disabilities Education</p>	<p>Legal Overview:</p> <p>Federal IDEA 2004 Regulations</p> <p>Legal Overview:</p>	<p>Brady, et al.</p> <p>Ch. 4: IDEA 2004: Basic Structure and Major Principles</p> <p>Colker, Ch. 1: History and Enactment of IDEA</p>

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
		Act (IDEA): A Legal Primer	State-Level Special Education Statutes/Regulations Example: Arkansas Special Education Statute and Regulations Statute: https://law.justia.com/codes/arkansas/ 2014/title-6/subtitle-3/chapter-41/ Regulations: http://170.94.37.152/REGS/005.18.10- 001F-12047.pdf	Colker, Ch. 3: IDEA Part B Eligibility
4	Week 4 (February 1-7)		IDEA Identification, Assessment, Eligibility, & Evaluation Free Appropriate Public Education (FAPE) Least Restrictive Environment (LRE)	Brady, et al. Ch. 5: Student Identification, Evaluation, and Eligibility Brady, et al., Ch. 7: Free Appropriate Public Education in the Least Restrictive Environment Colker, Ch. 5: Evaluations Highlighted Special Education Legal Cases:

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
				<p><i>Timothy W. v. Rochester, New Hampshire School District</i> 875 F.2d 954 (1989)</p> <p><i>J.D. v. Pawlet School District</i>, 224 F.3d 60 (2000)</p> <p><i>Board of Education of the Hendrick Hudson Central School District v. Rowley</i>, 458 U.S. 176 (1982)</p> <p><i>Endrew F. v. Douglas County School District RE-1</i>, 137 S. Ct. 988 (2017)</p>
5	<p>Week 5 (February 8-14)</p>		Individualized Education Plans (IEPs)	<p>Brady, et al., Ch. 6: The Individualized Education Plan</p> <p>Colker, Ch. 6: Individualized Education Programs</p> <p><u>Highlighted Special Education Legal Case:</u></p> <p><i>D.D. ex rel. V.D. v. New York City Board of Education</i>, 465 F.3d 503 (2006)</p>

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
6	Week 6 (February 15-21)	<u>Module 3:</u> Federal Civil Rights Laws Impacting Students with Disabilities: Section 504 & ADA	Section 504 Eligibility Section 504 Accommodations Filing Formal Section 504 Complaints with the Office For Civil Rights (OCR)	Brady, et al., Ch. 13: Eligibility and Legal Protections Under Section 504 and ADA Colker, Ch. 4: Section 504/ADA Eligibility <u>Highlighted Special Education Legal Case:</u> <i>School Board of Nassau County, Florida v. Arline</i> , 480 U.S. 273 (1987) <u>Assignment Due-</u> Online Special Education Legal Information Exercise Due by 11:59 p.m. (Central Time) on Monday, February 15
7	Week 7 (February 22-28)		Americans with Disabilities Act (ADA): Eligibility & Enforcement Legal Structure of ADA	PACER (Champions for Children with Disabilities) Center: ADA Q&A by Deborah Leuchovius Available at: https://www.pacer.org/parent/php/PHP-c51c.pdf

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
			ADA Amendments of 2008	
8	Week 8 (March 1-7)	Module 4: Student Transition Services, Disciplining Students with Disabilities, and the Role of Parents/ Legal Guardians	Supporting Children and Youth with Disabilities with Transition Planning and Services Developing Individualized Transition Plans (ITPs)	Bateman & Yell, Ch. 5: Current Special Education Legal Trends for Transition-Age Youth Brady, et al., Ch. 8: Related Services, Assistive Technology, and Student Transition Services Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education (2020). <i>A transition guide to postsecondary education and employment for students and youth with disabilities</i> <i>Available at:</i> https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
				<p>Cushing, E., Therriault, S., & Lavinson, R. (2019). Developing a College -and-Career Ready Workforce: An Analysis of ESSA, Perkins V, IDEA, and WIOA. <i>Available at:</i></p> <p>http://coloradostateplan.com/wp-content/uploads/2019/05/An-Analysis-of-ESSA-Perkins-V-and-WIOA.pdf</p> <p>Workforce Innovation and Opportunity Act (WIOA)-IDEA Indicator (Handout)</p> <p><i>Available at:</i></p> <p>https://transitionta.org/system/files/resourcetrees/WIOA-IDEA%20Indicator%20Visual%20HANDOUT%20Anderson.pdf</p> <p>Arkansas ADE Division of Career and Technical Education:</p> <p><i>Available at:</i></p> <p>https://dcte.ade.arkansas.gov/Page/PerkinsV</p> <p><u>Highlighted Special Education Legal Cases:</u></p>

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
				<p><i>Gibson v. Forest Hills School District</i>, 655 Fed. Appx. 423 6th Cir. 2016)</p> <p><u>Assignment Due-</u></p> <p><u>Special Education Legal Case Study #1:</u></p> <p>To be uploaded no later than 11:59 p.m. (Central Time)</p> <p>Monday, March 1</p>
9	<p>Week 9 (March 8-14)</p>		<p>Disciplining Students with Disabilities</p> <p>Disproportionality in Special Education Discipline by Race and Disability</p>	<p>Bateman & Yell, Ch. 6: Discipline and Students with Disabilities</p> <p>Brady, et al., Ch. 9: Student Discipline</p> <p>Colker, Ch. 7: Student Discipline</p> <p>U.S. Government Accountability Office (GAO) (2018), <i>Discipline Disparities for Black Students, Boys, and Students with Disabilities</i>.</p> <p>Available at: https://www.gao.gov/assets/700/690828.pdf</p>

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
				<p>Reynolds-Lewis, K. (2015). "Why Schools Over-Discipline Children with Disabilities." <i>The Atlantic</i></p> <p>Available at: https://www.theatlantic.com/education/archive/2015/07/school-discipline-children-disabilities/399563/</p> <p>Strassfeld, N.M. (2017). The future of IDEA: Monitoring disproportionate representation of minority students in special education and intentional discrimination claims. <i>Case Western Reserve University Law Review</i>, 67(4), 1121-1151.</p> <p>(available on Blackboard course site)</p> <p><u>Highlighted Special Education Legal Case:</u></p> <p><i>Honig v. Doe</i>, 484 U.S. 305 (1988)</p>
10	Week 10 (March 15-21)		Critical Role of Parental/Legal Guardian Participation in the Special Education Legal Dispute Process	<p>Bateman & Yell, Ch. 4: Working with Parents</p> <p>Brady, et al., Ch. 12: Parental Involvement in the Special Education Decision-Making Process</p>

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
				<p><u>Assignment Due:</u></p> <p>Analysis of an Individualized Transition Plan (ITP)</p> <p>To be uploaded no later than 11:59 p.m. (Central Time)</p> <p>Monday, March 15</p> <p><u>Highlighted Special Education Legal Cases:</u></p> <p><i>Doug C. v. Hawaii Department of Education, 720 F.3d 1038 (2013)</i></p>
	<p>March 22-28</p>	<p>Scheduling Individual Virtual Meetings</p>		<p>NO ASSIGNED READINGS</p>
<p>11</p>	<p>Week 11 (March 29-April 4)</p>	<p><u>Module 5:</u></p> <p>Emerging Legal Issues Involving Students</p>	<p>Bullying and Harassment of Students with Disabilities</p> <p>Seclusion and Restraint of Students with Disabilities</p>	<p>Bateman & Yell, Ch. 10: Current Trends in Bully Prevention: Maintaining a Positive School Climate and Culture</p> <p>Shaver, E.A. & Decker, J.R. (2017). Handcuffing a third grader? Interactions between school resource officers</p>

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
		with Disabilities	Alleged Claims of Excessive Physical Force On Students with Disabilities By School Resource Officers (SROs)	and students with disabilities. <i>Utah Law Review</i> , 2, 229-282. (available on Blackboard course site)
12	Week 12 (April 5-11)	<u>Module 6:</u> Alternative Dispute Resolution (ADR), Mediation, and Legal Remedies	Informal Dispute Resolution Procedures & Mediation	Brady, et al., Ch. 10: Dispute Resolution: Alternatives to Litigation <u>Highlighted Special Education Legal Case</u> <i>Schaffer ex rel. Schaffer v. Weast</i> , 546 U.S. 49 (2005) <u>Assignment Due-</u> Special Education Legal Case Study #2 To be uploaded no later than 11:59 p.m. (Central Time) Monday, April 5
13	Week 13		Impartial Due Process Hearings	Brady, et al., Ch. 11: Legal Remedies Available Under the IDEA

<i>Lesson #</i>	<i>Week of</i>	<i>Module</i>	<i>Lesson Topic(s)</i>	<i>Assigned Readings</i>
	(April 12-18)			Colker, Ch. 9: Due Process Resolution
14	Week 14 (April 19-25)		State Education Agency Compliant Process Appeal Process: Administrative Appeal, Civil Action, & Attorney’s Fees	Colker, Ch. 8: State Administrative Compliant <u>Highlighted Special Education Legal Case</u> <i>Florence County School District Four v. Carter</i> , 510 U.S. 7 (1993)
15	Week 15 (April 26-May 2)	Maintaining Your Special Education Legal Literacy	Creating Effective Professional Learning Communities in Special Education Law & Policy Keeping Current with Special Education Law, Issues, and Policies in A Digital Age	Bateman & Yell, Ch. 11: Innovations in Schools: Expanded School Mental Health Bateman & Yell, Ch. 12: Current Trends in Preparing General Education Teachers to Work with Students with Disabilities

Lesson #	Week of	Module	Lesson Topic(s)	Assigned Readings
				<p>Bateman & Yell, Ch. 14: Teacher Shortages and Teacher Attrition in Special Education: Issues and Trends</p> <p>Bateman & Yell, Ch. 15: Preparing Future Leaders and Administrators in Special Education</p> <p><u>Highlighted Special Education Legal Case</u></p> <p><i>Fry v. Napoleon Community Schools</i>, 137 S.Ct. 743 (2017)</p> <p><u>Assignment Due-</u></p> <p>Special Education Legal Lesson Plan</p> <p>No later than 11:59 pm (Central Time on Sunday, May 2</p>

Schedule:

Reading expectations for each lesson, as well as other supplemental course materials will be available beginning Monday morning of each week's lesson on the course Blackboard site.

Assignments:

Please note: All assignments are due by 11:59pm (Central Time) Monday evening of the specified date. Assignments should be uploaded through Blackboard. Rubrics for each assignment will be provided online to guide your development and completion of each the assignments.

For each week's discussion questions via VoiceThread- your discussion posts should be made by no later than the Sunday before the beginning of next week's lesson.

Assignment 1: Online Discussion Participation Using VoiceThread

Points: 10 per week (150 Points Total)

Submission: VoiceThread section of Blackboard course site

Each lesson's online VoiceThread discussion is worth 10 points (based on 15 weeks of the semester). To earn full credit, you must provide a thorough answer to the discussion question presented in VoiceThread as indicated and **reply to at least two of your peer's posts across each question/discussion prompt**. Your responses and replies must be posted on time. Engaging in discussion with as many peers as possible will only support your and their learning. Please upload your initial reply as well as your reply to at least two of your peers enrolled in the course by Sunday.

Feedback is a critical element of discussion. *Your responses to peers should evidence helpful reflection on your peer's post, consideration of critical feedback, support in their growth, and specific ideas. Why did you appreciate their statement? What did you connect with? How might they expand their thinking? What elements may they be missing?*

The online discussion board in VoiceThread and your engagement in it will be essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with **care**. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, religious beliefs, political beliefs, economic backgrounds, ethnic backgrounds, sexual orientations, and so forth.

Being respectful doesn't mean we cannot challenge each other's, and as importantly, our own thinking, especially as it relates to legal issues. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together

Here's a rubric to check your own participation in the VoiceThread online discussion.

Participation & Engagement Rubric	Incomplete	Almost there	Complete	Excellent
<i>Peer Engagement - Response</i>	You did not share any thoughts with the group.	You replied to someone else's post.	You replied at least 2 posts from others and added a unique perspective on their thoughts.	You replied to at least 2 posts from others and added a unique perspective on their thoughts and responded to the replies others left on your thread.
<i>Peer Engagement – Reflection</i>	You did not ask any questions and did not reply to questions left for you.	You did not ask anyone a follow up question or join a threaded conversation, but you responded to any question asked of you.	You asked at least closed ended questions of anyone you left a comment for and replied to all questions left for you.	You asked open ended questions meant to support reflect or seek clarification and replied to all questions left of you.

Assignment 2: Online Special Education Legal Information Exercise

Due Date: Monday, February 15 by 11:59pm (Central Time)

Total Points: 50

Submission: Upload via Blackboard

Purpose(s) of Assignment:

- (1.) This assignment requires participants in the course to demonstrate ability finding special education legal resources that are available in an open-access, online environment.
- (2.) This assignment requires participants to distinguish between primary and secondary special education legal resources and how they can be best used to serve the best interests of student with disabilities.

Assignment Directions:

- (1.) Participants will be required to search specific special education legal resources online and provide websites (URLs) where these online resources can be found.
- (2.) Participants will be required to find online specific primary special education legal resources, including legal cases and federal statutes.

Assignment 3: Legal Analysis of an Individualized Transition Plan (ITP)

Due Date: Monday, March 15th by 11:59 pm (Central Time)

Total Points: 100

Purpose(s) of Assignment:

- (1.) Ensure class participants are making satisfactory progress toward understanding legal analysis and special education legal concepts covered in the course, especially as it relates to the unique legal issues and considerations associated with transition services for eligible students with disabilities under relevant federal and state laws.
- (2.) Provide class participants feedback on their special education legal literacy based on the analysis and development of a sample Individualized Transition Plan (ITP).

Assignment Directions:

An individualized transition plan (ITP) is a section of an Individualized Education Plan (IEP) that outlines specific transition goals and services for an eligible student with a disability. The federal IDEA law requires that all eligible students must have an ITP by the age of sixteen. In essence, the ITP is the template for mapping out short as well as long-term adult outcomes from which a student's annual goals and objectives are defined. Unfortunately, however, transition to adulthood is often challenging for students with disabilities. Without proper guidance and planning, students often fail or isolate themselves from the community.

There are two critical components in a student's ITP. First, a plan explicitly discussing educational goals for a child with disabilities to achieve independent adult life after leaving school. Second, an ITP should establish an "inter-agency linkage." In other words, schools should play the role of case manager creating a collaborating team between the school and other governmental and public service organizations.

The goal of this assignment is to analyze a hypothetical case study of a student and the develop of the student's Individualized Transition Plan (ITP).

Assignment 4: Special Education Legal Case Studies (2 @ 50 points each)

Due Dates(s): Legal Case Study #1: Monday, March 1 by 11:59 pm (Central Time)

Legal Case Study #2: Monday, April 5 by 11:59 pm (Central Time)

Total Points: 100

Purpose(s) of Assignment:

1. Demonstrate ability to analyze and apply special education legal knowledge and principles covered in the course to specific situations occurring in K-12 educational environments.
2. Apply legal analysis and reasoning skills to improve legal literacy relating to common legal disputes involving students with disabilities within K-12 school environments.

Assignment Directions:

- (1.) The instructor will post two special education legal case studies during the course based on specific special education legal concepts and topics covered in the course readings and lecture materials.
- (2.) Class participants will read, analyze, and respond to the questions based on each case study.
- (3.) Class participants will have one week to complete each special education legal case study assignment.
- (4.) Special education legal case study #1 will be available on the Blackboard course site one week prior to its due date. Case study #1 will be available to download beginning on **Monday, February 22.**
- (5.) Special education legal case study #2 will be available on the Blackboard course site one week prior to its due date. Case study #2 will be available to download beginning **Monday, March 29.**

Assignment 5: Special Education Legal Lesson Plan Outline

Due Date: No later than Sunday, May 2 by 11:59pm (Central Time).

(Note: If anyone in the class is graduating in May, they are encouraged to submit this assignment earlier in the week).

Total Points: 100

Purpose of Assignment:

- (1.) Improve the special education legal literacy of class participants by translating the legal knowledge and principles covered in the course to useful and applicable professional development in special education law for other interested school personnel as well as the parents/legal guardians of students with disabilities.

Assignment Directions:

Class participants are to create a customized professional development special education legal lesson plan based on one of legal issues covered in the course. Since one of the primary objectives of this course is to increase the special education legal literacy of school personnel, each class participant will individually create a legal lesson plan detailing a specific special education legal topic. The intent of the legal lesson plan is to create a professional development opportunity to increase the existing special education legal literacy of school personnel. You need to receive prior approval of your special education lesson plan topic by the instructor. Given the myriad of special education legal issues covered in this course, class participants are required to select special education legal topics that would be useful as potential professional development sessions at their own schools. In developing your special education legal lesson plans, class participants will follow the specific guidelines outlined in one of the required course texts, *How to Prevent Special Education Litigation: Eight Legal Lesson Plans*. Each class participant's special education legal lesson plan will include the following five steps (these five steps will be specifically discussed in distributed course lecture materials).

- (1.) Activator/Motivator
- (2.) *Rationale/Objectives*
- (3.) *The Law*
- (4.) *Application of Content to Practice*
- (5.) *Assessment*

Grade Determination:

Assignments (Total Point Value): 400

Assignment #	Assignment Name	Total Point Value	% of Total Point Value
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1	Online Discussion Participation Using VoiceThread	150	37.5%
2	Online Special Education Legal Information Exercise	50	12.5%
3	Legal Analysis of an Individualized Transition Plan (ITP)	100	25%
4	Special Education Legal Case Studies (2)	100 (2@ 50 points)	25%
5	Special Education Legal Lesson Plan Outline	100	25%

<u>Grade</u>	<u>Point Range</u>
A (90-100%)	360-400
B (80-89%)	320-359
C (70-79%)	280-319
D (60-69%)	240-279
F (0-59%)	239 or below

Additional Course Expectations

I. Course Writing Expectations

All assignments should be completed in a **grammatically correct and well organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>

II. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at http://honesty.uark.edu/policy/index.php#Academic_Dishonesty

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

III. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through the department, or through the assistance of the University Ombuds Office, which can provide objective and confidential information. To assist students in identifying the appropriate contact person, please view this List of Programs, Department, and College contacts. A flow chart is available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to the University of Arkansas Graduate Catalog of Studies at <http://catalogofstudies.uark.edu/3909.php> for appeals structures and formal procedures for academic grievances.

IV. Accommodations for Students with Disabilities

Students with disabilities at the University of Arkansas requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>

The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

V. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

VI. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville “bad weather” can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University’s inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>

VII. Course Resources

University of Arkansas Mullins Library

Computer Laboratories-Graduate Education Building

See Blackboard for other resources for each week’s lesson

VIII. Technology

If you notice that the course is experiencing technological problems, you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

IX. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North

Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

X. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your professor (or any professional): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

XI. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.