

<p style="text-align: center;"><b>WESTERN KENTUCKY UNIVERSITY</b>  <b>School of Leadership and Professional Studies</b></p>	
<p style="text-align: center;"><b>EDAD/SPED 630 Special Education Law &amp; Finance</b>  <b>Spring 2022</b></p>	
<p style="text-align: center;">Instructor: Janet L. Applin, Ph.D., Professor, Coordinator Educational Leadership Programs</p>	
<p>E-mail: <a href="mailto:janet.applin@wku.edu">janet.applin@wku.edu</a>  <i>Email is typically the best way to reach me. If you do not receive a response within 48 hours, please re-send your email as it may have been overlooked.</i></p>	<p>My office is in the School of Leadership and Professional Studies on the third floor of Gary Ransdell Hall on WKU's Main Campus. My office is <b>#3088</b> and my office phone number is <b>270- 745-3892</b> – please leave a message and it will be forwarded to me if I am working from home.</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*

**WKU COVID-19 INFORMATION: FOR THE MOST UP TO DATE INFORMATION RE CAMPUS MANDATES, PLEASE SEE HEALTHY ON THE HILL WEBSITE: <https://www.wku.edu/healthyonthehill/>**

**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 another 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:**

9780135175002/ 0135175003

Yell, M.L., (2019). *The Law and Special Education* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**KENTUCKY SPECIAL EDUCATION REGULATIONS**

<https://apps.legislature.ky.gov/law/kar/TITLE707.HTM>

***During 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
- Principles of IDEA, IEPs, LRE, and Procedural Safeguards
- Disciplining Students with Disabilities
- Special Education Finance and Funding (Advanced Certification Students)
- Transition (MAT Students)

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

- Quizzes over textbook chapters (10 at 10 points each)
- Five Discussion Boards/Live Chats (The Live Chats will be through Zoom in Real Time with the Professor – time and date TBD)
- 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, Grading scales and/or rubrics, and Due Dates will be available on Blackboard on the first day of class.
DISCUSSIONS THROUGH LIVE ZOOM CHATS WILL BE SCHEDULED DURING THE SEMESTER - STUDENTS ARE REQUIRED TO PARTICIPATE IN AT LEAST TWO OF FOUR OPPORTUNITIES	50	
Case Law Summaries – 5 at 20 points each	100	
MAT STUDENTS ONLY – Transition Plan	50	
MAE/CERT ONLY/RANK 1 STUDENTS ONLY – Special Education Finance Report	50	
Anchor Assessment – State Laws, Regulations, Rules and Guidelines Implementing IDEA	150	
Final Presentation – To Be Presented Through Zoom	100	
Professional Dispositions	50	
<b>TOTAL</b>	<b>600</b>	

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 the course site 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.
- Rubrics for each assignment will be posted 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.

**ACADEMIC INTEGRITY:**

All university academic dishonesty policies, as well as professional ethical guidelines, are ineffect 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](mailto: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](mailto: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 as needed. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to students and no change will result in penalizing students.

# STANDARDS

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

*\*Candidates enrolled in this course who are in Advanced Educational Leadership programs are assessed on CEC (Director of Special Education) and PSEL Standards (Director of Special Education; Director of Pupil Personnel; Principal; and Supervisor of Instruction)*

CEC STANDARDS – Advanced Specialty Set: Special Education Administration Specialist	*ALIGNED WITH EDAD/SPED 630 ASSIGNMENTS	PSEL STANDARDS	*ALIGNED WITH EDAD/SPED 630 ASSIGNMENTS
AP STANDARD 1:ASSESSMENT	Discussion Boards, Quizzes, Case Law Summaries, Research Paper	STANDARD 1: MISSION, VISION & CORE VALUES	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	Discussion Boards, Quizzes, Case Law Summaries, Research Paper	STANDARD 2: ETHICSAND PROFESSIONAL NORMS	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 3: PROGRAMS, SERVICES,AND OUTCOMES	Case Law Summaries	STANDARD 3: EQUITY AND CULTURAL REPONSIVENE SS	Discussion Boards, Quizzes, Case Law Summaries, ResearchPaper
AP STANDARD 4: RESEARCH & INQUIRY	Research paper	STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT	Discussion Boards, Quizzes
AP STANDARD 5: LEADERSHIP & POLICY	Discussion Boards and Exam Essays	STANDARD 5: COMMUNITY OF CARE AND SUPPORT FORSTUDENTS	Discussion Boards, Quizzes, Case Law Summaries, ResearchPaper
AP STANDARD 6: PROFESSIONAL ANDETHICAL PRACTICE	ALL Assignments embed professionaland ethical practice aspects	STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	Special Education Finance Report
AP STANDARD 7: COLLABORATION	Discussion Boards, Quizzes, Case Law Summaries, Research Paper	STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	Special Education Finance Report
		STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNIT Y	Discussion Boards, Quizzes, Case Law Summaries, Research Paper

		STANDARD 9: OPERATIONS AND MANAGEMENT	Special Education Finance Report
		STANDARD 10: SCHOOL IMPROVEMENT	Discussion Boards, Quizzes, Case Law Summaries, ResearchPaper

**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 Performanc e Standards (KTPS)	Course Standard Alignment					
	SPED 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630
Standard 1. Learner developm ent		X	X	X		
Standard 2. Learnin g difference s	X				X	
Standard 3. Learning environ ments	X	X				X
Standard 4. Conten t knowledg e			X		X	
Standard 5. Applicati on of conten t		X	X			
Standard 6. Assessme nt	X					
Standard 7. Planning for instruction						X
Standard 8. Instructi onal strategies		X			X	X
Standard 9. Professi onal			X	X		X

learning and ethical practice						
Standard 10. Leadership and collaboration				X		