

University of North Texas at Dallas
Fall 2016
SYLLABUS

EDSP 5010 LEGAL ASPECTS OF SPECIAL EDUCATION - 3 HRS	
School of Education	
Instructor Name:	Larry C. Bryant, PhD
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Office Hours:	Monday, Tuesday, Wednesday (2PM – 5PM)
Classroom Location:	DAL1 248
Class Meeting Days & Times:	Monday 5:30 AM to 8:20 PM
Tk20:	N/A
Course Catalog Description:	Overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. The teacher’s role in identification and referral procedures and implementation of effective educational practices as required by federal and state law are examined.
Prerequisites:	N/A
Required Text:	Heward, William L. (2013). Exceptional Children: An Introduction to Special Education. (10 th ed). Boston: Pearson.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 338-1616; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com

Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
Few Students	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

Dr. Bryant's Theory of Pedagogy (teaching) – Progressivism Theory

<p align="center">Behaviorism</p>	<p>Behaviorism is a worldview that operates on a principle of “stimulus-response.” All behavior caused by external stimuli (operant condition). All behavior can be explained without the need to consider internal mental states or consciousness.</p> <p>Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increases the probability that the antecedent behavior will happen again. In contract, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavolv’s dogs) and generalized to humans. Behaviorism precedes the cognitivist worldview. It rejects structuralism and is an extension of Logical Positivism.</p> <p><i>Theoriest: John B. Watson, Ivan Pavlov, B.F. Skinner, E.L. Thorndike (connectionism), Bandura, Tolman (moving toward cognitivism)</i></p>
<p align="center">Constructivism</p>	<p>Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representation are subjective.</p> <p>A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypothesis of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation. Constructivism assumes that all knowledge is constructed from the learner’s previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.</p> <p><i>Theorist: Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner</i></p>

The Special Education Promise

The six chapters of the book of IDEA demands that, given *Zero Rejection* and *Parental Involvement* all students have the *Right to a Free and Appropriate Public Education*, in the *Least Restrictive Environment*, determined by a *Non-Discriminatory Assessment and Evaluation*, and under the careful watch of *Due Process*.

Course Objectives (SOL): Students will:

1. Be introduced to various legal issues and identify those issues inherent in the delivery of pupil services.
2. Examine the foundation created by federal disability law (Section 504, ADA, IDEA).
3. Examine the relationship between state and federal law in the delivery of special education.
4. Explore various legal principles and their application.
5. Examine the relationship between statutory and regulatory requirements and practice.
6. Identify various analytic frameworks that guide legal analysis.
7. Apply principles and/or frameworks to a situation or issue.
8. Analyze existing policy from a legal perspective.
9. Understand the dynamic nature of this branch of school law and will explore tools and resources available to help them remain current.

Course Sub-Objectives: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

Course Outcomes: Students will be able to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt lesson plans to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP).

Course Competencies

Course Objectives	Course Assignment	TEA-SPED (EC-12)	CEC	InTASC
1. Students will be introduced to various legal issues and identify those issues inherent in the delivery of pupil services.		I	I	I
2. Students will examine the foundation created by federal disability law (Section 504, ADA, IDEA).		II	VI	I
3. Students will examine the relationship between state and federal law in the delivery of special education.		IV	II	II
4. Students will explore various legal principles and their application.			III, IV	III
5. Students will examine the relationship between statutory and regulatory requirements and practice.			V	III, IV
6. Students will identify various analytic frameworks that guide legal analysis.		III	V	VI, X
7. Students will apply principles and/or frameworks to a situation or issue.			III	III, IV
8. Students will analyze existing policy from a legal perspective.				

9. Students will understand the dynamic nature of this branch of school law and will explore tools and resources available to help them remain current.				
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Diversity/Multiculturalism:
 Students will be exposed to a diverse special education population. Meeting the needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course's curriculum.

COURSE OUTLINE: (This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.)

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings and Assignments
Week 1	Introduction	Planning for Semester <ul style="list-style-type: none"> • Sign up for Pupil Services Project • Interview planning • Speaker Suggestions • Depth Projects

Date	Topic	Readings and Assignments
Week 2	Juvenile Justice	<p>Readings:</p> <ul style="list-style-type: none"> • Hulmes, E. (1996). Home Girl (pp. 43-70, 374-5) in <i>No Matter How Loud I Shout: A Year in the Life of Juvenile Court</i>. New York, NY: Simon & Schuster. • Caseflow Diagram, Office of Juvenile Justice and Delinquency Prevention, http://ojjdp.ncjrs.org/facts/caseflowexplain.html • “Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs.” (1997). U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, p. 1-22, http://www.ncjrs.org/pdffiles/163705.pdf • “Truancy” in <i>Creating Safe and Drug-Free Schools</i>, US Dept. of Ed. 1996. <p><i>In Re Gault</i>, 387U.S. 1 (1967).</p> <p><i>In re Douglas D.</i> 243 Wis.2d 204, 626 N.W.2d 725 (Wis. 2001).</p> <p><i>In re A.S.</i>, 243 Wis.2d 173, 626 N.W.2d 712 (Wis. 2001).</p> <p>* Reflective essay due</p>
Week 3	No Child Left Behind	<p>Readings:</p> <p>Spend some time on the USDOE web site (http://www.nochildleftbehind.gov/index.html) to get a sense of the size and scope of this legislation.</p> <p>Read:</p> <p>No Child Left Behind: <i>A Desktop Reference</i> (http://www.ed.gov/offices/OESE/reference.html)</p> <p><i>We will focus this week’s discussion on the student progress and accountability provisions and those pertaining to “high quality teachers.”</i></p>

Date	Topic	Readings and Assignments
Week 4	English Language Learners	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable Sections of <i>No Child Left Behind: A Desktop Reference</i> (http://www.ed.gov/offices/OESE/reference.html) • Brunner, B. (2002). “Bilingual Education under the No Child Left Behind Act of 2001: se quedara atras?” 169 <i>West’s Education Law Reporter</i> 505. <p>(Plyler v. Doe)</p> <p>(Lau v. Nichols)</p> <p><i>Castenada v. Pickard</i>, 781 F.2d 456 (5th Cir. 1986).</p> <p>Teresa P. v. Berkeley</p> <p><i>Alexander v. Sandoval</i>, 532 U.S. 275, 121 S.Ct. 1511 (2001).</p> <p>*Final project proposal due.</p>
Week 5	McKinney Homeless Assistance Act	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable Sections of <i>No Child Left Behind: A Desktop Reference</i> (http://www.ed.gov/offices/OESE/reference.html) • Colwell, B & Schwartz, B. (2002). “Homeless and Alien Students: A Duty to Educate.” 165 <i>West’s Education Law Reporter</i> 447. • Goedert, J. (2000). “The Education of Homeless Children: The McKinney Act and Its Implications.” 140 <i>West’s Education Law Reporter</i> 9. • Larsen, C. (2002). “Balancing the Books: The Stewart B. McKinney Homeless Assistance Act and Separate Schools for Homeless Children in Arizona.” 34 <i>Arizona State Law Journal</i> 705. <p>*Read all Pupil Services Bibliographies emailed to you and be prepared to discuss them.</p>
Week 6	Overview of Federal Disability Law	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Huefner, Chapters 1-4. ▪ Mead, Julie F. (1999). “The Reauthorization Process of the IDEA: Expressions of Equity.” 5(4) <i>The Journal for a Just and Caring Education</i> 476. ▪ DPI Information Update 01.03 Findings from 2000-2001 School Year Onsite Compliance Reviews of Local Educational Agencies http://www.dpi.state.wi.us/dpi/dlsea/een/bul01-03.html

Date	Topic	Readings and Assignments
Week 7	Section 504/ADA	<p>Readings:</p> <ul style="list-style-type: none"> • Huefner, Chapters 5-9 • Zirkel, P. (2000). A Two-Headed Monster. 81(5) Phi Delta Kappan 410. <p>Cases:</p> <ul style="list-style-type: none"> ▪ Mills v. Board of Education of Columbia ▪ Southeastern College v. Davis ▪ [Sch. Bd. Of Nassau County v. Arline] ▪ Grube v Bethlehem School District ▪ [Rothschild v Grottenthaler] ▪ Hawaii State Dept. of Education ▪ Davis v. Francis Howell School District, 138 F. 3d 754(8th Cir. 1998). ▪ McPherson v. Michigan, 119 F.3d 453 (6 th Cir. 1997). ▪ Baird v. Rose, 192 F.3d 462, 138 Ed. Law Rep. 686 (4th Cir. 1999).
Week 8	Eligibility and Evaluation	<p>Readings:</p> <ul style="list-style-type: none"> • Huefner, Chapters 10-11. • Applicable sections of federal & state statutes and regulations. • DPI Information Bulletin 98.16 (http://www.dpi.state.wi.us/dpi/dlsea/een/bul98-16.html) • DPI Information Bulletin 01.04, Office of Special Education Programs Clarification Regarding Independent Educational Evaluations http://www.dpi.state.wi.us/dpi/dlsea/een/bul01-04.html <p>Cases:</p> <ul style="list-style-type: none"> • Larry P. v. Riles • PASE v. Hannon • [Timothy W. v. Rochester School District] • Wenger v. Canastota School District, 961 F. Supp. 416 (N.D.N.Y. 1997). • Doe v. the Board of Education of the State of Connecticut • Doe v. Belleville Public School District No. 118 • Kelby v. Morgan Hill Unified School District. • Handberry v. Thompson (handout)
Week 9	Reauthorization	Discuss reauthorization interview results. Bring copies of interview summary to share with classmates.

Date	Topic	Readings and Assignments
Week 10	FAPE	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable sections of federal & state statutes and regulations. • Huefner, Chapters 15 & 16 • Eyer, T. L. (1998). Greater Expectations: How the 1997 IDEA Amendments Raise the Basic Floor of Opportunity for Children with Disabilities. 126 West's Education Law Reporter 1. <p>Cases:</p> <ul style="list-style-type: none"> • [Hendrick Hudson Central School Dist. v. Rowley] • Polk v. Central Susquehanna Intermediate Unit 16 • Ashwaubenon School District • Sherri A.D. v. Kirby • Burilovich v. Board of Education of the Lincoln Consolidated Schools (handout). • Dong v. Board of Education of the Rochester Community Schools (handout) • <i>[Irving Independent School District v. Tatro]</i> • [Cedar Rapids Community School District v. Garret F.] • Hurry v. Jones • McNair v. Oak Hills Local School District

Date	Topic	Readings and Assignments
Week 11	IEP	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable sections of federal & state statutes and regulations. • Huefner, Chapters 12 & 14 • Wright, Chapter 9 & 12 • Jonathan M. Ray, Components Of Legally Sound, High Quality Transition Services Planning Under IDEA, 170 <i>West's Education Law Reporter</i> 1 (2002). • DPI Information Update 98.03 (http://www.dpi.state.wi.us/dpi/dlsea/een/bul98-03.html) • A Guide to the Individualized Education Program (2000). Office of Special Education and Rehabilitative Services U.S. Department of Education, http://www.ed.gov/offices/OSERS/OSEP/IEP_Guide/ <p>Cases:</p> <ul style="list-style-type: none"> ▪ Johnson v. Independent School District No. 4 ▪ Page v. Rotterdam-Mohonasen Central Sch. Dist. ▪ <i>Webster Groves Sch. Dist. v. Pulitzer</i> ▪ <i>Woodland Hills School District v. S.F.</i>, 747 A.2d 433 (Pa. Cmwlth. 2000). • Applicable sections of federal & state statutes and regulations. <p>* Bring a copy of your district's IEP form to class.</p>

Date	Topic	Readings and Assignments
Week 12	LRE & Placement	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable sections of federal & state statutes and regulations. • Huefner, Chapter 17 & 18 • Crockett, Jean (forthcoming, 2005). IEPs, LRE and Placement in The Principal's Legal Handbook, Education Law Association <p>Cases:</p> <ul style="list-style-type: none"> • State Ex Rel. Beattie v. Board of Education • Roncker v. Walter • [Lachman v. Illinois State Board of Education] • Daniel R.R. v. State Board of Education • [Sacramento v. Rachel H.] • [Bd. Of Ed. Of Murphysboro v. Illinois State Bd. Of Ed., 41 F.3d 1162 (7 th Cir. 1996).] • Beth B. v. Van Clay, 282 F.3d 493 (7th Cir. 2002). • T.R. v. Kingwood Township Board of Education, (handout) • Fowler v. Unified School District No. 259, 128 F.3d 1431, 122 Ed. Law Rep. 391 (10th Cir.1997). • Visco v. School District of Pittsburgh • Field v. Haddonfield Bd. Of Ed. • DeLeon v. Susquehanna Community Sch. Dist. • Cronin v. Bd. Of Ed. Of East Ramapo • Lancaster Independent School District, 31 IDELR 24 (TX SEA 1998). <p><u>Recommended, but not required:</u></p> <ul style="list-style-type: none"> • Mead, Julie F. (1998). "Expressions of Congressional Intent: Examining the 1997 Amendments to the IDEA." 127 West's Education Law Reporter 511. • Crockett, J.B. (1999). The Least Restrictive Environment and the 1997 IDEA Amendments and Federal Regulations. 28 Journal of Law & Education 543. <p>* Concept map or outline of your paper due</p>

Date	Topic	Readings and Assignments
Week 13	Parental Rights/Due Process/ Mediation/Remedies	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable sections of federal & state statutes and regulations. • Huefner, Chapter 13 & 20 • Wright, Chapters 5, 6, 25 & 26 <p>Cases:</p> <ul style="list-style-type: none"> • School Committee of Burlington v. Department of Education • Florence County School District Four v. Carter • W.G. v. Target Range School District • Valerie J. Derry Cooperative School District • E.H. v. Tirozzi
Week 14	Discipline	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable sections of federal & state statutes and regulations. • Huefner, Chapter 19 • Zirkel, P. (1999). The IDEA's Suspension/Expulsion Requirements: A Practical Picture. 134 West's Education Law Reporter 19. • Daniel, P. (2000). Discipline and the IDEA Reauthorization: The Need to Resolve Inconsistencies. 142 West's Education Law Reporter 591. <p>Cases:</p> <ul style="list-style-type: none"> • [Goss v. Lopez] • [S-1 v. Turlington] • [Honig v. Doe] • [Rodiricus v. Waukegan District No. 60, 90 F.3d 249 (7th Cir. 1996).] • [Light v. Parkway, 41 F.3d 1223, 96 Ed. Law Rep. 98 (8 th Cir. 1994).] • Independent School District No. 279, Osseo Area Schools, 30 IDELR 645 (SEA MN 1999). • Modesto City School District, 30 IDELR 170 (CA SEA 1998). • Richland School District v. Thomas P., 00-C-0139-X (W.D. Wis. May 24, 2000). (Handout)
Week 15	Student Presentations	* Presentations
Week 16	Finals Week NO Class	<p>* Final exam due.</p> <p>* Final research paper due.</p>

**Indicates the instructor will provide you with this information in-class*

†Indicates high incidence disability categories (most frequently seen in schools)

--Indicates if you complete the assignments by the date, you will have your portfolio completed by its due date.

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Student Professional Dispositions: Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and

communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

Participation

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

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- maintaining attention and alertness, and refraining from engaging in any activity

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- making only positive comments and gestures directed toward others in the class.

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Course Portfolio Assessment

During this course you will demonstrate your knowledge by creating a student product portfolio. A student portfolio is a systematic collection of your work and related material (s) that depicts your activities, accomplishments, and achievements during this course. The collection should include evidence of your *reflection* and *self-evaluation*, guidelines for selecting the portfolio contents, and criteria for judging the quality of your work (*see appendix*). The goal is to help you assemble portfolios that illustrate your talents, represent their writing capabilities, and tell your stories of school achievement.

You will develop a product portfolio, which will demonstrate your mastery of the learning task, the set of learning objectives, and contain only your best work. We will use your process portfolio to help you identify the learning goals, document your progress over time, and demonstrate your learning mastery. In general, I prefer to use process portfolios because they are ideal for documenting the stages that you will go through as you learn and progress.

Steps in the Portfolio Assessment Process - First, the following section will clearly identify the portfolio contents, which are samples of your work, reflections, teacher observations, and any conference records. Second, you will develop a calendar of procedures for keeping track of the portfolio contents and the grades of particular portfolio content. Third, you need to plan on participating in a portfolio conference, which is a formal or informal meeting, in which you review your work and discuss your progress. Because the conference encourages reflective teaching and learning, it is an essential part of the portfolio assessment process.

Advantages of Portfolio Assessment

- Promoting student self-evaluation, reflection, and critical thinking.
- Measuring performance based on genuine samples of student work.
- Providing flexibility in measuring how students accomplish their learning goals.
- Enabling teacher and student to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
- Giving students the opportunity to have extensive input into the learning process.
- Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
- Providing a process for structuring learning in stages.
- Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
- Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

List of Portfolio Content

** Each content activity must include a reflection (*see appendix*)

Introduction and Extroduction Activities (20 Points)

The introduction and extroduction activities consist of the following projects and are valued at 10 points each, however, in order to continue with the course, you **MUST** complete the introduction activity: Introduction activity is a “Welcome to My Class” scavenger hunt of the course syllabus, while the Extroduction Activity will be completed and turned in during class and a copy put into your 5010 Portfolio; is your “reflection” of the 6 course goals-found in the syllabus. You must reflect on the entire course and identify what activities you did to help you meet the goals of the course. Details are critical.

Participation (150 Points): You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. For each chapter, you will have a 10 question, multiple choice/true false PROBE. After you complete the probe, you are responsible for scoring it and reviewing. The goal is to reflect on your responses in order to inform how you should better prepare for the course information. Special Note - later the probes become the basis for the Exams. Probe items appear in the exact same order as they are introduced to you. You are solely responsible for items on the probes and exams whether they are covered in class or not. All probe and subsequent exam items are taken from the text and are predetermined by the text publisher.

Course Requirements:

Students are expected to:

1. Read and be prepared to discuss and evaluate all materials.
2. Participate actively in all class activities. Your class participation grade will be based on 3 considerations [attendance, active contributions to class activities, & obvious preparation for class]. Please be prompt and please notify instructor of any absence in advance, whenever possible. If you will consistently be unable to attend for the full class time or expect to miss 3 or more classes, it is recommended that you drop the class and take it during a semester with fewer conflicts. Under usual circumstances, no make-up activities will be allowed in lieu of class attendance. Exceptions/accommodations may be made for absences due to meeting contractual work requirements, disability, or serious illness. In the latter cases, students should schedule a meeting with Dr. Bryant to discuss the situation to determine whether an exception is warranted and what accommodations are needed.
3. Write an initial reflective essay regarding your knowledge of the weekly topic.
4. With a learning partner or partners, create an annotated bibliography of articles, statutes, cases, and administrative decisions related to the weekly pupil services topic (minimum 10 sources).
5. Interview an individual related to special education policy, delivery, and leadership about the current law and proposed changes. Write a summary of the information gathered for classmates share in class.
6. Complete a final examination consisting of several essay questions and prepared at home.

7. Complete a 12 -15 pages research paper concerning one of several specified final special education topics and make a presentation to class of the same.

Extra Credit:

Throughout this semester, **if** there are opportunities for extra credit, announcements will be made accordingly. You may earn up to 25 extra credit points this semester.

SETE: Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Once available, the Fall administration of the SETE will remain open through the week of finals.

Grade Determination:

Assignment	Points
Intro/Extro Activities	20
Oral & Written Recitation	30
Participation	150
Pupil Services Annotated Bibliography	100
Research Paper and Presentation	100
Exam	100
Interview Summary	100
Reflective Essay	100
Extra Credit (25 points maximum)	-----
TOTAL	700

GRADE	POINTS
A.....	630-700 (90-100%)
B.....	560-623 (80-89%)
C.....	490-553 (70-79%)
D.....	420-483 (60-69%)

Final Grade Computation: Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

****An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation and at the professor's discretion.**

Please be sure to use appropriate procedures for quoting, paraphrasing, and acknowledging sources when preparing any written work. Please see the materials available under the title, Quoting, Paraphrasing, and Acknowledging Sources, by the UNTD Writing Center.

As graduate students, I expect that you understand this information or that you will take independent action to acquire the needed information prior to the submission of any written work. Claims of ignorance at this level are not persuasive.

Inappropriate use of source material may constitute academic misconduct and will be investigated. Consequences for academic misconduct are serious and can range from an oral reprimand up to suspension or expulsion from the University. The Student Code of Conduct, which explains both your rights and responsibilities as students, is available on the university's website.

Quoting, Paraphrasing, and Acknowledging Sources

UNIVERSITY POLICIES AND PROCEDURES

COURSE POLICIES

Email Etiquette Guidelines:

1. Think three times: before you write, after you write and before you send your message. Carefully compose all responses.
2. Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar or punctuation conveys a poor impression on you. Use the spell feature that accompanies your email program.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly.
5. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
6. Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings. Remember email responses are permanent. To reduce email communication problems:
 - a. Resist the temptation to "fire off" a response.
 - b. Read the original message again. You may have misinterpreted the message.
 - c. Draft a response and let it cool off for a time before sending it.
 - i. d. Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

Use of Electronic Devices during Seminar:

Emailing, instant messaging or researching on the net are not relevant class related activities. Engaging in these activities is distracting to the instructor and peers.

Basic Assumptions: Several assumptions are made regarding the students in this class. The instructor assumes that as a student in this class you:

1. Will respect an individual's diversity in the way in which you refer to people in class discussions and in written work. Please avoid phrases like "the handicapped," "EH kids," "severely retarded," "the black, or Chicano, or Hispanic, or Russian...kids" or other statements that highlight the disability or diversity rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability, the program for students with behavior disorders, students who are Hispanic", etc. This small change emphasizes the humanity and individuality of the person and clarifies that the person's diversity is only one of many characteristics (and not necessarily the most important!) that people can possess.
2. Are able and willing to edit written work according to rules of conventional English grammar and spelling. When in doubt, check a good, desk-version American English dictionary for both spelling and grammar rules. If in doubt please see the writing

- tutors in the writing center.
3. Will attend class regularly and will come to class prepared. "Prepared" means that you have read the readings sufficiently to verbally and in writing:
 - a. discuss definitions, ideas notions, concepts, issues, and procedures from the readings;
 - b. relate this information to previous information presented in class, online or in previous readings; and
 - c. apply the information to problems. It will be your responsibility to ask the instructor questions when information from readings or class meetings is unclear.
 4. Will turn assignments in on time, and will prepare assignments in a professional manner (i.e., typed neatly and edited for spelling and grammar). Products, which, in the judgment of the instructor, are unreadable or unprofessionally prepared, will be returned ungraded or assigned a lower evaluation. Points may be deducted for late assignments. Late assignments will not be accepted without prior written approval from the instructor.
 5. Will be aware of and adhere to the University's policies on plagiarism. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given an "NP" grade for the course AND may be suspended or expelled from the university. See the Code of Student Conduct in the Time Schedule of Classes for these policies.
 6. Are aware that the assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. Students must have completed at least two of the notebook sections (i.e. first assignment) and one half of the quizzes before the instructor will consider this option (barring extreme circumstances). Should an "I" grade be necessary, however, students should discuss this with the instructor at the time such circumstances exist to ensure that this grading option will be available. If approved, a written course completion agreement must be negotiated between the student and instructor. This agreement must be negotiated and in writing before the beginning of finals week.

STUDENTS WITH DISABILITIES (ADA COMPLIANCE): The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.

- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

****Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

Written Assignments: All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY: Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY: On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one’s personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. They dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY: In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL: All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and

Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE): UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY: The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.