

University of Connecticut
EPSY 5119: Policy, Law, and Ethics in Special Education
Spring 2021

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Office Hours: by appointment

Course Meetings: online, asynchronous

Course Description: The purpose of this course is twofold: (1) to interpret and apply current special education policy and law to practice, and (2) to provide the skills to be professional and ethical educational leaders and advocates for students with disabilities.

Course Objectives:

1. Define the key components of IDEA, Section 504, ADA/AA (as related to school settings)
2. Identify and examine the unintended consequences that might arise regarding implementation of these policies
3. Evaluate challenging scenarios and apply professional and ethical judgments
4. Apply a legal reasoning framework to select case studies involving students with disabilities to problem solve and develop solutions

Readings:

Texts may be purchased from online bookstores or the UConn Co-op. Additional articles will be posted on a weekly basis on HuskyCT.

Books:

Yell, M. L. (2019). The law and special education (5th ed). Upper Saddle River, NJ: Pearson.

Bateman, D., Cline, J., Steele, J. & Fields, S. (2019). Special education law case studies: A review from practitioners. Rowman & Littlefield Publishing Group, Inc.

Course Outline:

Module 1: Overview of Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA)
 Module 2: Free and Appropriate Public Education (FAPE)/ Eligibility
 Module 3: Assessment/Evaluation/ Response-to-Intervention (RTI)
 Module 4: Individualized Educational Plan (IEP)/ Least Restrictive Environment (LRE)
 Module 5: Due Process/ Discipline
 Module 6: 504, ADA, Transition

Course Schedule:

Modules & Dates	Resources	Assignments Due
Introduction (Available 1/19/2021)	Course Introduction <ul style="list-style-type: none"> ● Course Syllabus ● Instructor's information ● Computer settings ● Course's organization and tools ● Academic policies ● Assignment guidelines 	<u>Due by 1/24:</u> Class Introductions Discussion Board (5 points)
Module 1: 1/25 – 2/7 IDEA & ESEA (Available 1/25/2021)	Yell, Chapter 1: Introduction to the American Legal System Yell, Chapter 3: The History of the Law and Children with Disabilities Yell, Chapter 4: The Individuals with Disabilities Education Act Yell, Chapter 7: The Elementary and Secondary Act Alternate Assessment Resources (found in HuskyCT)	<u>Due by 2/7:</u> Chapters 1, 3, 4, 7 quizzes (4 quizzes at 5 points each) Discussion Board/ FlipGrid (10 points) - Initial post by 1/31 - Response by 2/7
Module 2: 2/8 – 2/21 FAPE, Eligibility (Available 2/8/2021)	Yell, Chapter 8: Free Appropriate Public Education Yell & Bateman (2020): Endrew Bateman & Cline, Case 10: Nolan Review IRAC Model- Jon	<u>Due by 2/21:</u> Chapter 8 quiz (1 quiz at 5 points) Discussion Board/ FlipGrid (10 points) - Initial post by 2/15 - Response by 2/21
Module 3: 2/22- 3/7	Yell, Chapter 9: Identification, Assessment, and Evaluation	<u>Due by 3/7:</u>

Assessment/ Evaluation/ RTI (Available 2/22/2021)	IRIS Module: RTI 1 IRIS Module RTI 2 Gartland & Strosnider (2020- Policy Critique)	Chapter 9 quiz (1 quiz at 5 points) IRIS Modules (10 points total, 5 each) Policy Critique (20 points)
Module 4: 3/8 – 3/21 IEP & LRE (Available 3/8/2021)	Yell, Chapter 10: The Individualized Education Program Yell, Chapter 11: Least Restrictive Environment Bateman & Cline, Case 4: Manuel	<u>Due by 3/21:</u> Chapters 10 and 11 quiz (2 quizzes at 5 points) Discussion Board/ FlipGrid (10 points) - Initial post by 3/15 - Response by 3/21 IRAC: Jameca (20 points)
Module 5: 3/22 – 4/4 Due Process/ Discipline (Available 3/32/2021)	Yell, Chapter 12: Procedural Safeguards Yell, Chapter 13: Disciplining Students with Disabilities Gage et al. (2020- Policy Critique)	<u>Due by 4/4:</u> Chapters 12 and 13 quiz (2 quizzes at 5 points) Discussion Board/ FlipGrid (10 points) - Initial post by 3/29 - Response by 4/4 Policy Critique (20 points)
Module 6: 4/5 – 4/28 504/ ADA/ Transition (Spring Recess; Available 4/5/2021)	Yell, Chapter 5: Section 504 of the Rehabilitation Act Yell, Chapter 6: The Americans with Disabilities Act IRIS Module “Secondary Transition”	<u>Due by 4/28:</u> Chapters 5 and 6 quiz (2 quizzes at 5 points) IRIS Module (5 points) IRAC: Thomas (20 points)

Assignments & Grading:

Your final grade is based largely on: (1) chapter quizzes, (2) discussion questions, (3) IRIS modules, (4) IRAC activities, and (5) policy critiques. Please complete all assignments according to specified due dates that are posted on HuskyCT and/or on the syllabus. If you anticipate a problem with any of the timeframes for completion of assignments, you must notify me prior to the date an assignment is due. **Late assignments will receive a grade of zero. It is not my responsibility to inform you when you have missing assignments.**

*This academic year is unlike any other and we are in the midst of a global pandemic. I want to make sure you feel supported during this semester while still maintaining a high level of responsibility and professionalism. I hope that we can all show one another grace, understanding, and honesty as we move through our semester. The best way to do this is through keeping open lines of communication. Please let me know immediately if anything may impact your ability to complete an assignment. **We will get through this!***

1. Chapter Quizzes: Within each module there will be at least one, if not several, chapter quizzes that are to be accessed via HuskyCT. The quizzes are meant to be quick checks of comprehension as you read so that you have a sense for the major take aways of each chapter. The "chapters" refers to the Mitchell Yell textbook *The law and special education*. The number of quizzes per module depends on the number of chapters that are covered within it. The quizzes will be multiple choice or true/false questions and worth 5 points each (total 60 points).
2. Discussion Questions: There are two ways to complete your discussion questions: (1) discussion board or (2) FlipGrid. In the past, students have really enjoyed using FlipGrid, especially in an asynchronous class because we are able to see each other and build more of a connection. In an effort to be inclusive and offer multiple means of action and expression, I also allow discussion questions to be completed in a discussion board on HuskyCT. For each individual discussion, you must respond to a peer using the same medium. For example, if in Module 1 you chose to use the discussion board for your initial post, you must respond to a peer in the discussion board. You do not need to use the same medium every discussion, so you can choose to use FlipGrid in Module 2 if you'd like. You just need to respond in the same place that you made your initial post.

Expectations for discussion boards or FlipGrid are the same. You will be assigned a case to read from the Bateman and Cline book. I will ask a series of discussion questions that you can answer on video in FlipGrid or in

a written response on the discussion board. You will not be able to see others responses before yours and your initial post is due **one week** after the module opens. At that time, you must respond to at least one peer by the time the module closes. The due dates are clearly laid out in the syllabus. Each discussion is worth 10 points (8 for the initial post and 2 for responding to a peer). There are four discussion posts for a total of 40 points.

Please refer to the syllabus posted in HuskyCT to learn about grading for the discussion questions.

3. IRIS Modules: You will complete a total of three modules from the IRIS center. Please go to <https://iris.peabody.vanderbilt.edu/my-account/> to sign up for an account. You will then locate the module that has been assigned, complete the pre-test, module, and the pos-test. You will then get a certificate. Save the certificate as a PDF and upload it to HuskyCT. **If you have completed the module for another course, upload that certificate.** Each module is worth 5 points for a total of 15 points.
4. IRAC Activity: Using the assigned scenario on HuskyCT, you will fill out the IRAC template identifying the facts, issue, rule, application, and conclusion. Bullets can be used in filling out the template. Make sure to include page numbers from the Yell textbook for the rule. Each IRAC is worth 20 points and you will complete two, for a total of 40 points. Please refer to the syllabus on HuskyCT.
5. Policy Critiques: You will complete two policy critiques. The purpose of these assignments is to apply your analytical skills to published policy-related studies. You will be required to think and write about the unintended consequences of the policies that we will learn about throughout the semester. I will post a designated article for each of these topics on HuskyCT. The critique assignments are worth a total of 40 points (20 points each). Please refer to the syllabus on HuskyCT.

Assignment/expectation	Points possible
Class Introduction	5
Chapter Quizzes	60
Discussion Questions	40
IRIS Modules	15
IRAC Activities	40
Policy Critiques	40
Total	200

Grades will be assigned in accordance with the scale presented below. Each student's point total will be established, and percentage scores will be

computed based on the total number of points earned out of 200 points possible in the term.

A	93 to 100% of the total points	C	73 to 76% of the total points
A-	90 to 92% of the total points	C-	70 to 72% of the total points
B+	87 to 89% of the total points	D+	67 to 69% of the total points
B	83 to 86% of the total points	D	63 to 66% of the total points
B-	80 to 82% of the total points	D-	60 to 62% of the total points
C+	77 to 79% of the total points	F	Less than 60% of the total points

Statement on Accommodations

I hope very much that students with disabilities will feel welcome in my classes. I find that students with diverse backgrounds and experiences can add greatly to the quality of a course.

Students with disabilities who require accommodations are encouraged to speak with me early in the semester. To obtain accommodations, you will need both to contact the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Please be aware that all students are expected to acquire the basic knowledge and competencies, and to complete the requirements, that are the purview of this course. To find out what knowledge base, competencies, and requirements are involved, see the course syllabus. All students will be graded using the same criteria, according to their success in meeting these outcomes and requirements.

Statement on Mental Health

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Student Expectations and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources. Please consider this supplemental file as a formal component of our syllabus, and thus, contract with one another.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

<http://community.uconn.edu/the-student-code-appendix-a/>

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
<http://lib.uconn.edu/instruction/tutorials/plagiarism.htm>
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

<http://catalog.uconn.edu/> or <http://graduatecatalog.uconn.edu/>

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.

Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat](#)

Reader<http://www.adobe.com/products/acrobat/readstep2.html>

- Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through [HuskyTech](#). Students also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.

- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.