

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**CIEP 410: Legal Issues in Educating Exceptional Children  
Spring 2022**

**Thursdays 1:15-3:45pm CST  
CLC room L09**

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**SCHOOL OF EDUCATION VISION AND MISSION**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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**COURSE DESCRIPTION**

In this course, students will be expected to learn about the legal system and its macro impact on schooling in the United States. This includes becoming familiar with special education and educational laws more broadly and being able to apply these laws to solve common school-based problems. Specific course goals include the following:

- Students will understand the legislative context of statutes affecting the education of students with disabilities with in-depth knowledge of the Individuals with Disabilities Education Act, significant knowledge of Section 504 of the Rehabilitation Act of 1973, and an awareness of the provisions of the American with Disabilities Act (NASP/ISBE Standard 5).
- Students will thoroughly understand the six major principles of IDEA and special education law, in both statute and case law (NASP/ISBE Standards 5 & 6).

- Students will understand applicable case law, the constitutional principles upon which that case law is based, and their applicability to the six major principles (NASP/ISBE Standard 10).
- Students will know how to access legal information from electronic resources (NASP/ISBE Standard 10).
- Students will understand the ethical standards applicable to the delivery of special education and school psychological services (NASP/ISBE Standards 1 & 10).

## **METHOD OF INSTRUCTION**

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Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This includes class time and readings or work required in order to prepare for class.

Instructional methods for this course will rely heavily on discussion of course readings, critical thinking, and problem-solving through difficult questions. Thus, it is expected that students come to class having read the assigned readings so they are ready to apply content in class.

Students are also expected to **meet face-to-face every Thursday from 1:15-3:45pm CST** in order to explore course content and connect with each other over new learning. Class is mandatory and attendance will be monitored. Some course dates will be virtual and are indicated in the course outline in this syllabus. The instructor reserves the right to move classes to synchronous online or asynchronous when deemed necessary due to the unpredictable global pandemic.

## **REQUIRED TEXTBOOKS**

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Yell, M. L. (2019). *The law and special education* (5th ed.). Pearson.

Students should also review Jacob et al. (2016) and the ethical and legal frameworks for the field of school psychology.

Other sources assigned will be provided on the course Sakai site for their corresponding class date.

## **SCHOOL OF EDUCATION MISSION AND CONCEPTUAL FRAMEWORK**

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The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

### **ESSENTIAL COURSE OBJECTIVES**

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- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### **NASP DOMAINS**

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The school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with the NASP 2020 Domains for Professional Practice to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, students will be expected to learn content aligned to the following domains:

- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 10: Legal, Ethical, and Professional Practice

### **APA COMPETENCIES**

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The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- 2: Individual and Cultural Diversity
- 3: Ethical Legal Standards and Policy
- 16: Advocacy

### **CLASS COMMUNICATION**

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Email and Sakai will be the primary methods of communication with students enrolled in this course. Students should expect a response from the instructor to any communication within 24-48 hours. Because Sakai uses your Loyola computer account, students are responsible for

making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

## **DISPOSITIONS**

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All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.* A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

## **TECHNOLOGY**

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In the event that class will be moved to fully online, students will need access to internet and a computer with a built-in video camera or a separate webcam. For further guidance on technology for online learning, please revisit the [Technology Recommendations for Online Learning on the School Psychology Orientation site](#).

In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

## **DIVERSITY**

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In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

## **LANGUAGE AND IDENTITY**

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Our use of language as school psychologists can serve as a tool for creating an inclusive community. Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child with an Autism Spectrum Disorder, instead of “Autistic kid.” In terms of race, we may say student of color. Further, we will practice using the pronouns “they” and “them” to represent individuals who are gender non-binary. Note that some in the disabled community prefer that you use their identity first in describing them. For instance, someone who is Deaf may prefer that you refer to them as a Deaf woman, man, or person. See chapter 5 of the Publication Manual of the American Psychological Association, 7<sup>th</sup>

edition and the [APA Inclusive Language guide](#) for further guidance.

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## STUDENTS WITH SPECIAL NEEDS

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If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center (SAC) to ensure your needs are being met at Loyola standards. If you would like to learn more about supports that would make this course more accessible, please contact the SAC for assistance by visiting their website at <https://www.luc.edu/sac/>.

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## COURSE EVALUATION

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Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

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## GRADED ASSIGNMENTS

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Students should abide by the following expectations across all assignments:

- Students should save their work using the following file saving conventions:  
LastName\_CIEP410\_assignmentname.doc.
- Work should be uploaded to Sakai in the Assignments tab. No work will be accepted via email.
- All papers submitted should be completed as a Word document where applicable. No PDFs or RTF files will be accepted. Work that is submitted as a PDF or RTF file will be returned and the student may lose points for not following directions.
- Students should use APA format 7<sup>th</sup> edition to structure papers and presentations. This includes references and citations, but also title page and using an accepted font type, 12 pt font size, double-spaced, 1-inch margins, etc..
- Work should be free of significant grammatical, spelling, and typographical errors. Papers submitted that are not legible due to the amount of errors will be returned to the student with a possible failing grade.

**Engagement.** Each class meeting is comprised of various activities designed to apply course content using best practices for instruction. Failure to complete an activity or more than 1

absence from a scheduled class meeting will result in a deduction of 10 points for each incomplete activity or excessive absence from the engagement grade. Students are expected to make up missed work from an excused absence.

**School Discipline Code Analysis Presentation.** In order to better understand how school disciplinary practices exacerbate the problems of certain children in schools, students will work in groups to find and review a school student code of conduct (discipline code) and analyze how it might perpetuate the disproportionality of students with special needs being suspended from a DisCrit lens. These documents can typically be found on school or district websites. Create a 15-minute presentation on the school selected and the code of conduct policy. The presentation must include the following:

- Current background data of the school district including student and staff demographics and student outcome data by identity status (e.g. race, ability, economic advantage)
- An analysis of the discipline code, including the reasons for discipline and options for infractions
- Make a prediction based on the discipline code analysis as to whether there might be a racial/ability disproportionality in suspension rates for the district with evidence to back up your rationale
- Provide a research-based critique for how the current code contributes to disproportionate discipline practices and/or how it may alleviate disproportionate discipline practices
- Provide at least one detailed research-based solution for how the code could be improved so that it results in a reduction of suspensions for students with dis/abilities
- All peer reviewed resources must be current, no more than 7 years old, unless permission is granted by the instructor

A sign up sheet will be created for students to indicate the district they chose. Two groups are not allowed to pick the same district so all groups must pick a different site. Class time will be reserved for group presentations on the due date for this assignment. This is a group assignment and will be graded as such. The rubric for this assignment is at the end of this syllabus.

**Comprehensive Case Review.** Pick a case that was brought to a federal appeals court under any provision of the Individuals with Disabilities Education Act (IDEA). You can find full text of cases on-line in Lexis-Nexis Academic Lexis-Nexis or in a general law library. There are also additional electronic databases available. Please divide the paper by the following subsections (A-H) both to make sure you cover all topics and to facilitate grading. This paper should be 6 to 8 pages in length.

You will be provided with cases from which to choose and must provide the full citation in the Discussion Board on Sakai entitled *Case Review Citations* no later than two weeks before the

paper is due. No more than 6 students may select the same case.

**Six Principles Paper.** Write a 5 to 6 page paper explaining how the Six Principles embodied in IDEA advance (or fail to advance) social justice for all groups of children with disabilities and their parents with appropriate references to sections of the law. Compare and contrast how the principles function for parents of different racial, ethnic, and socio-economic status groups.

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### DEADLINES AND LATE ASSIGNMENTS

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Readings are due on the dates indicated in Sakai and in the course schedule. Assignments are also due on or before the due date and must be submitted through Sakai. Please contact the instructor prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact the instructor as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at the instructor's discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

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### EVALUATION & GRADING PROCEDURES

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Grades will be assigned based on one's collective performance on graded assignments and engagement online with the course. All assignments will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. The rubric for each assignment is included at the end of this syllabus and also posted in Sakai for the respective assignment. *Students are responsible for asking questions and seeking further clarification if the expectations for the assignment are unclear.* The components of one's grade are as follows:

Assignment	Points Possible
Engagement	100
School Discipline Code Analysis Presentation	100
Comprehensive Case Review Paper	100
Six Principles Paper	100

Grades will be given using the following scale:

Grade	%
A	94-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

D	60-66
F	< 60

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**PRIVACY STATEMENT**

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Recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such meetings in which they will be recorded and asked for consent to be recorded. In the case that a meeting is recorded, the recording will not be used outside of this course.

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**SCHOOL OF EDUCATION COMMITMENT- COVID-19**

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Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other**

**social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

## COURSE OUTLINE

*(This outline is subject to change to accommodate extenuating circumstances and be responsive to students' educational needs. Students will be notified in advance if any changes to this outline are made.)*

Date	Topics	Readings	Assignments
January 20th	Review of the Legal System, the Constitution, and the Legal Role of the School Psychologist [synchronous]	Jacob et al. (2016) Chp. 2 (review)	
January 27th	The History of Educational Legislation and the Individuals with Disabilities Education Improvement Act (IDEIA)	Yell (2019) Chps. 3 & 4 Jacob et al. (2016) Chp. 4 (review) B of Ed Hendricks v. Rowley Writing a Case Brief	
February 3rd	ISPA Convention		
February 10th	Americans with Disabilities Act (ADA) and Section 504; Educational Law Using a DisCrit Lens	Yell (2019) Chps 5 & 6 Jacob et al. (2016) Chp. 5 (review) Delgado & Stefancic (2017) Chp. 1 Bell (1980) [skim] Ladson-Billings & Tate (1995) Proctor & Rivera (2022) Chp. 3	
February 17th	NASP Convention		
February 24th	Free and Appropriate Public Education (FAPE)	Yell (2019) Chp. 8 Sullivan et al. (2009) Sullivan & Proctor (2016)	
March 3rd	Determining the Least Restrictive Environment (LRE)	Yell (2019) Chp. 11 ISBE (2020) Chp. 7 McCabe et al. (2020)	Comprehensive Case Review paper due before class
March 10th	Spring Break		
March 17th	Best Practices in Evaluation for Special Education Need	Yell (2019) Chp. 9 Sullivan et al. (2019) Proctor & Rivera (2022) Chp. 8 ISBE (2020) Chps. 3-5	
March 24th	Special Education Services	Yell (2019) Chp. 10 ISBE (2020) Chps. 6, 8, & 9	
March 31st	Parent Rights and Safeguards [asynchronous]	Yell (2019) Chp. 12 Jacob et al. (2016) Chp. 8 (review) ISBE (2020) Chps. 11 &	

		13	
April 7th	Special Education and Student Discipline	Yell (2019) Chp. 13 Asha Joseph et al. (2020) ISBE (2020) Chp. 10	School Discipline Code Presentations due in class
April 14th	Special Populations with Special Education Needs: English Learners	ISBE (2002) Chps. 1-4 Rivera-Singletary & Cranston-Gingras (2020) Park (2020)	
April 21st	Topics in Special Education Law: Private & Charter Schools and Child Find Responsibilities	Yell (2019) Chp. 14 ISBE (2020) Chps. 1 & 12	
April 28th	Topics in Special Education Law: COVID	Stifel et al. (2020) Other sources TBD	Six Principles paper due April 28 <sup>th</sup> before midnight (11:59pm CST)

\*All major assignments are highlighted in yellow.

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**The 13 possible objectives you will select from are listed below:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **LiveText and Digication**

All students, *except those who are non-degree*, may have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

### **Additional ONLINE Course Policies**

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#### **\*Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

#### **\*Synchronous Meetings**

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

#### **\*Student Participation**

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?)

#### **\*Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

#### **\*Student Support**

#### **Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC).

**\*Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

**Syllabus Addendum Link:** <https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

### School Discipline Code Presentation Rubric

Criteria	Does Work Meet Criteria?	Strengths	Areas for Growth
<p><b>Presentation includes the current background data of the school district as directed.</b></p> <p><i>15 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>The presenters provided a comprehensive analysis of their district's discipline code.</b></p> <p><i>30 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>The presenters provided a clear rationale for their prediction of whether or not there is disproportionality.</b></p> <p><i>10 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>The presenters provided a research-based critique for how the current code contributes to disproportionate discipline practices and/or how it may alleviate disproportionate discipline practices.</b></p> <p><i>25 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>Presenters provided a research-based solution for how the code could be improved using current peer reviewed sources.</b></p> <p><i>20 points</i></p>	<p>Yes</p> <p>Not Yet</p>		

## Comprehensive Case Review Paper Rubric

*\*Note that this assignment is an EdS/PhD Portfolio requirement\**

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>
<b>Caption Citation</b>	Caption citation is correct and complete using more than one reporter series.	Caption citation is correct and complete using one reporter series	Caption citation identifies the case but is incomplete.	Citation missing, incorrect, or does not identify the case.
<b>Case History</b>	Case history completely and correctly identifies rulings and courts. Identification is concise and articulate.	Case history completely and correctly identifies rulings and courts.	Case history correctly identifies either rulings OR courts but does not identify both.	Fails to trace history of the case.
<b>Identification of Issues</b>	Correctly identifies all issues within the case. Concise and articulate reasoning is included in identification.	Correctly identifies all issues within the case.	Correctly identifies some issues in the case.	Issues are missing or incorrectly identified.
<b>Identification of Plaintiff(s)</b>	Clearly and concisely Identifies which party is the plaintiff at all levels of court. Correctly identifies what is being sought by each party at each level of court.	Identifies which party is the plaintiff at all levels and correctly identifies what is being sought overall.	Identifies some of what plaintiffs but not at each level or misidentifies plaintiffs or respondents.	Identifies neither plaintiffs nor what is being sought.
<b>Identification of Statutes</b>	Correctly identifies all parts of statutes referred to. Identification is clear and concise.	Correctly identifies all parts of statutes referred to.	Correctly identifies some parts of statutes referred to.	Correctly identifies no parts of statutes referred to or statutes are missing.
<b>Identification of Holdings</b>	Correctly identifies all holdings at each level of court. Identification is clear and concise.	Correctly identifies all holdings at each level of court.	Correctly identifies some holdings at some of the levels.	Does not correctly identify all holdings at each level.
<b>Identification of Reason(s) Given by the Court</b>	Correctly identifies all reasons given by the court at each level discussed within the case. Discussion is clear and concise.	Correctly identifies all reasons given by the court at each level discussed within the case.	Correctly identifies some reasons given but not for each court level.	Reasons are missing or incorrect.
<b>Agreement/Disagreement</b>	Clearly indicates agreement or disagreement stating rationale supported by	Indicates agreement or disagreement stating rationale	Clearly indicates agreement or disagreement but does not state	Agreement or disagreement is not clear; no rationale given; no case law or statutes

	case law and/or statute. Support for statement of position is provided and clearly articulated.	supported by case law and/or statute.	rationale supported by case law and/or statute.	
<b>Inclusion of Case</b>	Appends a full copy of the case at the end of the paper. A direct link to the original source of the case is included at the conclusion of the paper.	Appends a full copy of the case at the end of the paper. A direct link to the original source of the case is not included at the conclusion of the paper.	A direct link to the original source of the case is included at the conclusion of the paper. A full copy of the case is not included at the conclusion of the paper.	Neither an appended copy or direct link the original source of the case study is included at the conclusion of the paper.
<b>Professional Writing</b>	Writing is professional in tone and completely free from errors in grammar, punctuation, and spelling with no prepositional errors. Uses Oxford comma. Paper demonstrates correct use of APA style.	Writing is professional in tone. Writing contains one to two errors in grammar, punctuation, spelling, and/or prepositional errors. Paper demonstrates correct use of APA style.	Writing demonstrates professionalism but requires improvement. Writing contains three to four errors in grammar, punctuation, spelling, and/or prepositional errors. Paper does not demonstrate correct use of APA style.	Writing is not professional in tone. Writing demonstrates poor word choice. Writing contains five or more errors in grammar, punctuation, and/or spelling.
<b>Total Assessment</b>	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
<b>Overall</b>	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

### Six Principles Paper Rubric

*\*Note that this assignment is an MEd Portfolio requirement\**

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>
<b>Defining Principles</b>	Thoroughly and clearly explains how the Six Principles interact with different racial, SES, severity of disability, language, and cultural groups	Explains how the Six Principles interact with different groups but is not as thorough or succinct as papers that "Exceeds Standards"	Explains how some Principles affect one or two groups but is not elaborated	Does not explain how the Principles work differently for relevant groups or is incorrect in explanation
<b>Advances or does not advance social justice for students</b>	Clearly identifies Principles that function better or worse in advancing social justice for all relevant groups of students	Identifies Principles that function better or worse in advancing social justice for some groups of students	Identifies one or two Principles that interact differentially with student characteristics	Treats all Principles as equal in serving groups of students
<b>Identifies which Principles are "parent friendly" or not</b>	Clearly identifies all Principles that are more or less difficult for parents to be effective advocates for their child(ren) using relevant examples	Identifies several Principles and describes their effect on parents' ability to be effective advocates	Identifies some Principles that can differentially affect parents' abilities to advocate	Does not indicate how Principles affect parents' abilities to advocate
<b>Paper length and appearance</b>	Paper is five to six pages with 1" margins and at least 12-point font	Paper is five to six pages but either margins or type size is incorrect, but not both	Paper is less than five or more than six pages but either margins or type size is incorrect, but not both	Paper is wrong length, does not have 1" margins and type that is at least 12 point font
<b>Paper is well- written using professional tone and is free of grammatical and spelling errors</b>	Report is error- free. APA style is used correctly.	Report has few grammatical, spelling, writing, or citation errors.	Report has some grammatical, spelling, writing, or citation errors.	Report has several obvious grammatical, spelling, writing, and/or citation errors.