

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Leadership, Counseling, and Special Education
SPECIAL EDUCATION PROGRAM**

**SPED 3001
POLICIES AND PROCEDURES IN SPECIAL EDUCATION
3 SEMESTER HOURS**

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TEXTBOOK:

Osborne, A.G., and Russo, C.J. (2006). Special Education and the Law: A Guide for Practitioners. Thousand Oaks, CA. Corwin Press, A Sage Publications Company.

CONCEPTUAL FRAMEWORK PRINCIPLES

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

The Department of Educational Leadership, Counseling, and Special Education holds a common set of standards (knowledge, skills, and dispositions) in which candidates are prepared to practice as professionals in their disciplines. The members of the Department will promote the success of all students by demonstrating:

- I. Learned and Scholarly Professionals who are Knowledgeable – Ethical – Collegial.
- II. Democratic Professionals who are Advocates and Meaning-Makers.
- III. Self-Actualizing Professionals who are Role Models and Change Agents.

**Department of Educational Leadership, Counseling, and Special Education
STANDARDS ARE CONGRUENT WITH NATIONAL COUNCIL FOR THE
ACCREDITATION OF TEACHER EDUCATION (NCATE), PROFESSIONAL
STANDARD COMMISSION (PSC), INTERSTATE NEW TEACHER
ASSESSMENT AND SUPPORT CONSORTIUM (INTASC), COUNCIL FOR
EXCEPTIONAL CHILDREN (CEC), AND BOARD OF REGENTS (BOR)
STANDARDS.**

COURSE DESCRIPTION: An introductory course on (a) federal, state, and local rules and regulations, (b) basic policies and procedures in special education, (c) landmark legislation and litigations impacting the education of individuals with disabilities, and (d) current issues and trends in special education.

COURSE GOALS:

The content of this course traces the historical development of special education through landmark legislation and litigation, parent advocacy, and national economic and social needs. The provisions of federal and state special education mandates, judicial interpretations, and Georgia state guidelines regulating the delivery of special education and related services to persons with disabilities will also be addressed.

COURSE OBJECTIVES:

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for special educators in the field of Special Education by demonstrating the following competencies:

1. Describe the historical evolution of students with disabilities in terms of landmark litigation and legislation. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC:GC1K4,6-8)
2. Cite important lawsuits concerning the right to a free and appropriate public education. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: GC1K7, CC1K5,6)
3. Discuss the provisions of P.L. 94-142 and the Individuals with Disabilities Education Act (IDEA) in terms of the schools', teachers' and parental rights and responsibilities. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: GC1K6,CC1K6)
4. Describe the components of a due process hearing; distinguish between substantive and procedural due process. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: GC1K9, CC1K2)
5. Describe the operational aspects of the Georgia State Plan addressing the education students with disabilities in Georgia. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: GC1K4, GC5K1)
6. Discuss the implication of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act for educators, parents, and individuals with disabilities. (PSC/NCATE 1; INTASC1; BOR IIB(1); CEC: GC1K6,GC5K1)
7. Explain provisions of the Georgia State Plan to colleagues and parents in terms that are accurate and understandable. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: GC1K4, GC5K1)
8. Explain the purpose of a due process hearing. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: CC1K6)
9. Respond to case studies depicting various compliance and non-compliance issues. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: CC1K5, GC1K4)

Policies and Procedures in Special Education
Course Outline
Professor: Cindy Pafford

<p>August 17</p> <ul style="list-style-type: none"> • Introductions • Syllabus/Course Outline • At home: Access, print out, and read pages 1-21 of the <i>No Child Left Behind</i> • <i>Desktop Reference</i>. This may be accessed at http://www.ed.gov/admins/lead/account/nclbreference/reference.pdf prepare three questions relevant to this reading for class, and be prepared to discuss 	<p>October 12</p> <ul style="list-style-type: none"> • MID-TERM • IEP Project – In Class Work • Discussion of Lab Experience Requirements and Placements • At home: Read Chapters 5 and 7 of textbook
<p>August 24</p> <ul style="list-style-type: none"> • Discussion of No Child Left Behind Act: history, structure, core principles • Form Groups and Select Topic for Group Project • At home: Read Chapter 1 Special Education Law and print handout to use in class 	<p>October 19 No Class</p> <ul style="list-style-type: none"> • Maintain Journal • Work on IEP Project- email professor for feedback on PLEP • Work on Field Experience Assignment
<p>August 31</p> <ul style="list-style-type: none"> • Chapter 1 Special Education Law • Components of Individualized Educational Plan (IEP) • Group Work <p>At home: Read Chapter 2 Rights to a Free Appropriate Public Education and print handout to use for next class</p>	<p>October 26 No Class</p> <ul style="list-style-type: none"> • Maintain Journal • Work on IEP Project-email professor for feedback on Annual goals and benchmarks • Work on Field Experience Assignment
<p>September 7</p> <p>Labor Day Holiday – No Class</p>	<p>November 2 No Class</p> <ul style="list-style-type: none"> • Maintain Journal • Work on IEP Project-email professor for feedback • Work on Field Experience Assignment
<p>September 14</p> <ul style="list-style-type: none"> • Chapter 2 Rights to a Free Appropriate Public Education • IEP Development: Present Level of Educational Performance (PLEP) • Field Experience Requirements • At home: Work on Group Projects, Read Chapter 3 and print handout for next class 	<p>November 9 No Class</p> <ul style="list-style-type: none"> • Maintain Journal • Work on IEP Project-email professor for feedback • Work on Field Experience Assignment • At home: Review Chapters 5 and 7 and print handout for next class
<p>September 21 No Class</p> <ul style="list-style-type: none"> • Complete Group Projects 	<p>November 16</p> <ul style="list-style-type: none"> • Chapter 5 Student Discipline • IEP Development Behavior Intervention Plan (BIP) • Chapter 7 Remedies for Failure to Provide a Free Appropriate Public Education (FAPE) • At home: Read Chapter 6 Dispute Resolution and print handout for next class.
<p>September 28</p> <ul style="list-style-type: none"> • Chapter 3 Related Services, Assistive Technology, and Transition Services • IEP Development: Consideration of Special Factors • Group Presentations (10-15 minutes each) • At home: Read Chapter 4 Due Process Procedures for Evaluation, Development of IEP's, and Placement and print handout for next class 	<p>November 23</p> <ul style="list-style-type: none"> • FIELD EXPERIENCE ASSIGNMENT (due by 5:00 p.m.) • Chapter 6 Dispute Resolution • At home: Read Chapter 8 Conflict Management: IDEA Compliance and complete electronic IEP project
<p>October 5</p> <ul style="list-style-type: none"> • Chapter 4 Due Process Procedures for Evaluation, Development of IEP's, and Placement • IEP Development: Annual goals and benchmarks • Group Presentations (10-15 minutes) • At home: Study for Mid-term 	<p>November 30</p> <ul style="list-style-type: none"> • ELECTRONIC IEP PROJECT (due by 5:00 p.m.) • Conflict Management: IDEA Compliance

ASSIGNMENTS:

Group Project

Groups of approximately three students will select a topic from a list of suggested topics (see below). Students in the group will collaborate to produce a presentation for the rest of the class, in which they will share resources, information, and current developments in their chosen topic.

Possible Topics for Group Projects:

1. A Brief History of Special Education Law
2. The Disability Rights Movement
3. Brown vs. Board of Education: Civil Rights and Disability
4. The 2002 President's Commission on Special Education Report
5. Current Criticisms of Special Education
6. The Inclusion Debate: For or Against?
7. Assistive Technology: The Cutting Edge of Technology in Special Education
8. The No Child Left Behind Act: How has it Affected Special Education Practice?
9. Inclusion in Richmond County Schools, 2006-2007 School Year: A Work in Progress
10. The Rights of Parents and Parental Advocacy
11. The Role of Special Educators in Inclusive Schools: Co-Teachers or Teaching Assistants?
12. The IEP as an Instructional and Planning Tool
13. Post-School Outcomes for Students with Disabilities: Barriers and Solutions
14. Students with Challenging Behaviors in School: Barriers and Solutions
15. Disproportionate Representation of Minority Students in Special Education/Discipline Cases
16. English-Language Learners and Special Education
17. At-Risk Youth: What are the Risks? How At-Risk Are They?
18. Response to Intervention (R.T.I) in IDEA 2004

Most of this research should be internet-based, using typical search engines such as Google, as well as academic databases such as Wilson Omni File as accessed through the ASU Galileo system.

The Galileo system can be accessed from the ASU website at www.aug.edu . You can click on the letter G in the alphabetical listings to find Galileo, and then follow the Electronic Databases A-Z link to find Wilson Omni File, for example. Wilson Omni File (or "Wilson Web") gives full-text articles from scholarly journals on most educational topics.

Each group should prepare a Reference List of all references cited, digital or otherwise, and distribute this list in hard copy to the class and instructor.

The group presentation itself will be worth half of the total points for this activity, so it is essential that you attend on the day of your presentation, and make a *substantial and vocal contribution* to the presentation.

Please contact me via email if you find that a member of the group is not contributing equally to the project. Lack of participation on the part of a student could potentially affect fellow group members negatively so each student should work equally to complete the group project. There will be no possibility of making up lost group work points. Class time will be allotted for this group work, and you are required to stay for the duration of these activities. I will monitor the group work, sit in on your groups, and will be assessing how much each person contributes to the group effort. You will probably need out of class time to work on the project as well.

Your presentation should be creative and visual. You may present using a Power Point presentation, brochures, handouts, skits or create your own presentation in a way that you catch the audience and hold their attention and interest. There is a wide variety of sources regarding special education available on the internet, often from widely divergent viewpoints, so this is a good opportunity to practice your research, collaboration, and co-teaching skills.

Field Experience Assignment:

This fieldwork assignment **requires thirty (30) documented hours** in a public school setting. If a student is in a lab block, observations and interviews will be conducted in the assigned school(s). If student is not in a lab block but working in a school, the requirements can be completed in that school. If neither of these applies, please see the instructor for discussion of special circumstances.

This course **requires 30 hours of direct contact with students who are at-risk or have disabilities.**

Most students will complete this lab assignment in a general education classroom with students who have been classified as having disabilities, or are demonstrating significant problems in learning. This is consistent with a general systemic trend toward inclusion in most school systems, both locally and nationally. There may, however, be exceptions, which will be decided on a case-by-case basis by the instructor. If you would prefer to complete your lab experience in a setting other than a general education classroom, please discuss this with me beforehand, and we will come to an agreement regarding the optimal placement for your interests and educational needs.

Requirements for Field Experience Assignment:

1. **Observe in a regular classroom** where the teacher serves children with learning problems. Describe this observation in a one-page typed paper, answering the following questions: What special needs do you see? How does the teacher adapt instruction to meet the needs of these students? How are the students encouraged to be successful?
2. **Interview a teacher** who works with students with disabilities (general education or special education). Questions will be provided for you as a guide for your interview. Your interview should be typed in paragraph format. **Do not** list your questions and answers.
3. **Interview an administrator** that works in some capacity of supervising teachers of students with special needs. If possible, interview an administrator that is specifically responsible for special education in their school. Questions will be provided as a guide for your interview. Your interview should be typed in paragraph format. **Do not** list questions and answers.
4. **Keep a Journal of your experiences.** This is to be a record of what you did with the students during your experience. Journal entries will need to be typed as the examples listed below.
 - **Monday, March 5, 2001:**
 - Tutored John R. in math. He is unable to recall multiplication facts. We practiced the 6-8 tables orally, and used some memory joggers help him remember. He made some progress on 6's, but will need more practice on 7's and 8's. We should probably take one set per day rather than combining different tables. He needs to use concrete prompts for now.
 - **Tuesday, March 6, 2001:**
 - Helped Susan study for spelling test.....etc
5. **Submit Field Experience Assignment as a stapled packet or in a folder.** The packet or folder should include:
 - Observation in a regular classroom
 - Interview with a teacher
 - Interview with an administrator
 - Journal entries (typed)
 - Log of hours form
 - Teacher evaluation form

6. For the remainder of the 30 hours, provide assistance, as the teacher suggests, to a student, or students, with special needs in the classroom. Some examples of assistance are:

Tutoring a student in an area of difficulty

Providing one-one assistance with class work

Listening to students read

Reading to students material which is above their reading level

Checking students for comprehension of previously read material

Teaching a simple skill to individuals or small groups

Supervising independent activities, such as learning centers

Administering simple assignments

Helping students study for tests or quizzes

Helping students check their own work

Your teacher may ask you to assist in other ways. Be as helpful as you can.

Ask questions if you don't understand or need clarification. Incorporate as many different types of assistance into your lab experiences as are practical for the teacher, the students, and you. This will add to the relevance of your experience.

IEP Project:

This project will be the most valuable information you will learn in this class. At the conclusion of this class, you should be able to develop an Individualized Educational Plan (IEP) for a student with a disability.

You will have the opportunity to practice and receive feedback from the professor for each section of the IEP that you will develop. An electronic version of the IEP forms will be provided for you. You must submit your project using the electronic format.

ASSESSMENT

A **Mid-term** exam will be given. It will be objective (multiple choice, true/false, short answer). The midterm will include all material, text and lecture, covered prior to the exam date. The IEP project will be your final project and will be counted as your final exam.

Grading Key:

1. Class Participation	10 points
1. Group Project	25 points
2. Mid-term	40 points
3. Field Experience Assignment	50 points
4. IEP Project	75 points

Total: 200 points

Grade Scale

180 – 200 points	A
160 – 179 points	B
140 – 159 points	C
120 – 139 points	D
Below 120	F

REQUIREMENTS:

Pipeline e-mail and class information access

Students are assigned an e-mail address on Pipeline and are responsible for information posted by e-mail and on class bulletin boards located on the Pipeline system. Check your e-mail and class postings regularly. Information updates and class notes will be posted there. Informational and tutorial sessions are available for students who are unfamiliar with the Pipeline system.

ATTENDANCE & PUNCTUALITY, CONTRIBUTION TO CLASS DISCUSSIONS, AND WRITTEN ASSIGNMENTS:

Please attend class regularly and punctually. You may have 1 absence (3 hours) during the semester without penalty. **Subsequent absences and/or tardiness (also leaving early) will be penalized by subtracting 1 point per hour from your final grade.** If you must be absent beyond the one allowed absence, please email me prior to class to let me know why you are not able to attend. You must be in attendance at least 60% of the class to pass the class. This is a requirement by law.

Be prepared by **reading** the assigned material and being able to raise and respond to questions about each assigned topic. The quality of your participation in class discussions and activities will be assessed throughout the semester.

In order to receive a passing grade, all written assignments must be completed and turned in. In order to avoid a late penalty of **five** points per day, the instructor must receive assignments by class time on the due date. Assignments will not be accepted after seven days. You may submit an assignment early or, if necessary, e-mail it as a WORD document attachment, unless otherwise specified, bringing the hard copy to class the next week. I recommend that you set your email to receive a read receipt and a delivery receipt if you email an assignment. If I do not receive your email and you cannot produce a receipt showing that you sent it before the due date, it will be considered late.

Please let me know promptly about problems or concerns with assignments or requirements of the course.

Unless otherwise specified, all papers should be typed, double spaced, with 12-point font and 1" margins using *APA* guidelines. References to journals, books, and Websites should be cited in *APA* format at the end of each report in a *Reference* section. If you are unfamiliar with *APA*, see the *Publication Manual* in the Library or check out their Website, <http://www.apastyle.org/>

Always use *Person First* language and other appropriate terms as indicated in the *APA Manual*. Written assignments will be graded on content and style. Grammatical and spelling errors will be penalized.

Please ask for assistance with writing style if you have questions about these expectations. Also, you may contact the ASU Writing Center (737-1402) for further help with developing and improving composition skills.

A grade of *Incomplete* for the course will only be given under documented extraordinary circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Please consider the requirements specified in the syllabus as you plan your schedule.

Students with disabilities who are registered with the office of Disability Services are invited to schedule an appointment with the instructor to discuss academic accommodations. Disability Services is located in the Counseling and Testing Center in Bellevue Hall, 706-737-1471.

ALL STUDENTS ENROLLED IN SPED 3001 ARE EXPECTED TO ABIDE BY ALL ASU RULES AND REGULATIONS CONCERNING ACADEMIC INTEGRITY, INCLUDING ACADEMIC HONESTY, CHEATING, PLAGIARISM, COLLUSION WITH OTHERS TO CHEAT OR PLAGIARIZE, AND SANCTIONS FOR ACADEMIC DISHONESTY.

If there are any questions or concerns about the integrity code, please see the instructor. Faculty supports the code and expects students to do likewise.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 62 of the 2003-2004 Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Department of Educational Leadership, Counseling, and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Cell Phone & Pager Policy

Students are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.