

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

**SPED 6001
POLICIES AND PROCEDURES IN SPECIAL EDUCATION
3 SEMESTER HOURS**

Professor: Michael O'Connor, Ph.D.

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Office Hours: Tuesday: 12:30- 4:30

Wednesday: 12:00- 2:00

Thursday: 12:30- 4:30. Other times by appointment.

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Course Description: A comprehensive course in special education law covering IDEA, Section 504, ADA, and landmark litigation. This course provides the knowledge base and skills for decision-making in special education legal issues at the school building level. 20 hours of field experience is required.

TEXTBOOK:

Turnbull, H.R., Stowe, M.J., and Huerta, N.E. (2006). *Free Appropriate Public Education: The*

Law and Children with Disabilities. Denver: Love Publishing Company.

ADDITIONAL READINGS:

President's Commission on Special Education (2002). *A New Era: Revitalizing Special Education for Children and Their Families.* U.S. Department of Education. Access online in PDF format at:

http://www.ed.gov/inits/commissionsboards/whspecialeducation/reports/images/Pres_Rep.pdf

NCLB Desktop Reference: <http://www.ed.gov/admins/lead/account/nclbreference/index.html>

O'Connor, M. (2008). *Inclusion and Collaborative Teaching: Changing signposts in the evolution of special education policy and practice.* In Deering, T.E., (Ed.), *Becoming a teacher: Thinking like a professional.* Dubuque, Iowa: Kendall Hunt Publishing Co.

LIVE TEXT

All students admitted to degree programs in the College of Education are required to

purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

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:

The student will:

1. Understand the role of the federal government and federal course in the law and administration of special education.
2. Become familiar with the landmark decisions of the United States Supreme Court and the federal appellate courts and the impact of these decisions on the law and administration of special education.
3. Develop an understanding of the judicial and appellate process at the federal and state levels and how that relates to special education law. Acquire an understanding of legal terminology and procedures as it relates to special education law.
4. Describe the historical evolution of students with disabilities in terms of landmark litigation and legislation
5. Cite important lawsuits concerning the right to a free and appropriate public education.
6. Discuss the provisions of P.L. 94-142 and IDEA in terms of the school's, teachers' and parental rights and responsibilities
7. Discuss the component of a due process hearing; distinguish between substantive and procedural due process. Explain the purpose of a due process hearing.
8. Discuss the implication of the Rehabilitation Act and the Americans with Disabilities Act for educators, parents, and individuals with disabilities

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

Element: Able (AD)

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

COURSE OUTLINE

Note: All course assignments must be delivered via Livetext (LT). Unless otherwise noted, all assignments are due the last day of each class week. For example, the assignments for Week 1 are due on Jan. 18.

DATE	CONTENT	ASSIGNMENT
Week 1 (Jan 12)	Introduction to the Special Education system	1. Read pp. 3-22 and write a two-page synopsis of what you read. Include an explanation of the four policy goals of special education,

		<p>and also explain the significance of Brown vs. Board of education.</p>
<p>Week 2 (Jan 19)</p>	<p>IDEA and NCLB</p> <p><u>Discussion Board question of the week:</u> How do the intents and effects of NCLB and IDEA complement or support each other? How do they conflict with each other?</p>	<p>1. Read pp. 33-45 in your text and write a two-page synopsis on what you learned from it. Include an explanation of three of the major criticisms offered by the President’s Commission, and an explanation of first three core principles of NCLB. <i>Note: the Desktop Reference to NCLB given as a link on this syllabus is an additional resource for understanding NCLB.</i></p> <p>2. Post a reply of at least 200 words to the Discussion Board question of the week (see syllabus for question of the week).</p> <p>3. Post at least two replies to your classmates’ posts on Discussion Board (100 words min., this applies throughout course).</p>
<p>Week 3 (Jan 26)</p>	<p>6 Principles of IDEA</p> <p><u>Question of the week:</u> Discuss one of the major 6 principles covered this week in relation to a specific instance or real-life example in schools. Describe clearly how this incident or example illustrates the importance of one of the 6 principles of IDEA covered this week.</p>	<ol style="list-style-type: none"> 1. Re-read the section entitled “IDEA’s Six Principles,” pp. 43-44 as an overview (no assignment connected to this reading). 2. Read the Case on Point section at the beginning of Chap. 4, 5, and 6. Skim or read each chapter as you deem necessary in order to understand the IDEA Principle of each case. 3. Write a one-page summary of each Case on Point. Your summary should essentially follow the form of a typical “legal brief.” That is, I

		<p>want you to describe: (a) the facts of the case, (b) the principles or tenets of law that were relevant to this case, (c) how the law was interpreted, and (d) the final decision of the case. <u>Then include an explanation of why this case illustrates one of the 6 Principles of IDEA.</u></p> <ol style="list-style-type: none"> 4. Post a 200-words reply to the question of the week. 5. Post two replies to your fellow students on Discussion Board (100 words each).
<p>Week 4 (Feb 2)</p>	<p>6 Principles of IDEA cont.</p> <p><u>Question of the week:</u> Same as last week, but pick one of the 6 Principles from this week.</p>	<ol style="list-style-type: none"> 1. Read the Case on Point section at the beginning of Chap. 7, 8, and 9. 2. Write a one-page summary of each Case on Point. 3. Post a 200-word reply to the question of the week. 4. Post <u>two replies to your fellow students</u> on Discussion Board. 5. Submit a proposal for your Advocacy/Research paper <p>(Proposal due Feb 8 by midnight).</p>
<p>Week 5 (Feb 9)</p>	<p>The 8 Parts of the IEP</p> <p>-No discussion board this week.</p>	<p><u>IEP Project:</u> Using your text and/or online sources or other sources, identify the 8 major components of the IEP.</p> <p>Next, create a table, using Microsoft Word (you may need to learn how to create tables—our IT department can help, as well as Microsoft Help, etc.). Your table should have two columns and eight rows.</p> <p>In each row of Column 1, list one</p>

		<p>of the 8 major parts of the IEP. Simply write the name of the part—for example, “Present Level of Educational Performance.”</p> <p>In each row of Column 2, give the major principle of IDEA which most closely corresponds with that particular part of the IEP. Give a brief justification for your matching this particular part of the IEP with this particular Principle of IDEA.</p> <p>Explain your choice for this match clearly, using your strongest justification statements, in each row of Column 2. Two to three sentences should suffice in most cases to logically connect this part of the IEP with this Principle of IDEA.</p> <p>When you are finished, you will have a table with two columns, and eight rows. Each of the 8 major parts of the IEP will be covered. Column 2 will have your explanations of why you matched each part of the IEP with the 6 Principles of IDEA. Submit the table by itself, on one page, with your name somewhere on the page.</p> <p>Note: There are definite right and wrong answers in this “matching” exercise. However, you may be able to convince me that valid alternative matches also exist—so make your strongest justification arguments for your choices.</p>
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<p>Week 6 (Feb 16)</p>	<p>Developing Good IEPs</p> <p>Discussion Board post: Online resource reviews and replies.</p>	<ol style="list-style-type: none"> 1. Locate an online resource for developing good IEPs. Search online to find one that you would strongly recommend to a beginning teacher—a guide or resource that is easily accessible, easy to understand, helpful, and well-informed. Most of all, one that you like yourself! Write a succinct review of this online resource and post it to Discussion Board (200 words should suffice, but feel free to post more). Your review should have the online link address at the top, a description of how the resource is organized, what it contains, and most of all why you liked this particular site. Remember, you are giving recommendations here, so go out and find those four-star resources! Only free resources, please! 2. Post at least two replies to your classmates' recommendations for online resources. Please visit the sites they recommended, and give additional feedback on those as well. We should end up with a pretty good "reviews" list with numerous helpful sites.
<p>Week 7 (Feb 23)</p>	<p>Current Issues in Special and General Education</p>	<p>Locate and download a journal article on the Wilson Omnifile database (through GALILEO) on a topic that you consider a critically important topic in the field of education.</p> <p>Write a 2-page review of this article—put the full citation at the</p>

		<p>top, please--and be sure to give your own informed opinions regarding the critical issue the article addresses. Tell why you do, or don't, agree with the author(s).</p> <p>2. Post 200-word description of your Advocacy/Research paper to Discussion Board. Be sure to explain your personal interest in this subject, what drew you to this subject, and what you learned from writing the paper.</p> <p>3. Post at least two replies to your classmates' posts.</p>
Week 8 (March 2)	Course wrap-up	<ol style="list-style-type: none"> 1. Complete and submit Final Exam. Due Sunday, March 7 at midnight. 2. Turn in your field experience documentation (hand into office, or mail in). 3. Complete course evaluation (hand in to office).

FIELD EXPERIENCE

20 hours of field experience are required for this course. You must contact the instructor within the first week of class if you are not working in a school setting, and thus will need ASU to set up a lab placement for you.

Assessment:

1. Written assignments (20 %)
2. Final Exam (25%)
3. Discussion Board postings (on time) (20%)
4. IEP Project (15%)
5. Advocacy/Research paper (20%)

Grading Scale

100-90 A 89-80 B 79-70 C 69-60 D < 60 F

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 6001 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.”

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

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/>

Writing Center

Students who would like assistance with their writing should contact the ASU Writing Center (737-1402) for individual help in developing and improving composition skills.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

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

ADDITIONAL SOURCES AND SUPPLEMENTAL READINGS

Overton, Terry. (2003). *Assessing Learners w/Special Needs: An Applied Approach*. (4th ed.). Upper Saddle, NJ: Merrill/Prentice Hall

Murdick, N., Gartin, B., Crabtree, T. (2002). *Special Education Law*. Upper Saddle, NJ: Merrill/Prentice Hall

Turnbull, R. (2004). *IDEA as Welfare Law: Personal Responsibilities, Social Contracts, and The "Equality" Theory* (unpublished version, see instructor for a copy).

Patterson, J.T. (2001). *Brown vs. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. New York: Oxford Press.

U.S. Department of Education (2002). *No Child Left Behind Desktop Reference*, accessed in PDF format at: <http://www.ed.gov/admins/lead/account/nclbreference/reference.pdf>

Skrtic, T.M. (ed.) (1995). *Disability and Democracy: Reconstructing (Special) Education for Postmodernity*. New York: Teacher's College, Columbia University.

National Research Council (2002). *Scientific Research in Education*. Shavelson, R.J., and Towne, L. (eds.). Washington, DC: National Academy Press.

Websites:

www.wrightslaw.com

www.fape.org/idea/2004/summary.htm

www.ed.sc.edu/spedlaw/lawpage.htm

www.doe.k12.ga.us

<http://www.ideapractices.org>