"Building on a Firm Foundation"

William Carey University
EDU 460 – Winter 2013

ORGANIZATION PROCEDURES FOR SPECIAL EDUCATION

Instructor: Delbra Thrash, M.Ed./45 Hours Post-Graduate
Email: dthrash@wmcarey.edu; delbranotdebra@yahoo.com (this is on my cell phone)
Phone: Cell – 601.466.5741

Meeting: Hybrid, Monday, 5:55 p.m., LRS 120

Appointment Availability: Appointments may be scheduled by arrangement.


Course Description: A study of the organizational procedures of special education as required by the Mississippi Department of Education and the legislative and court decisions associated with special education are covered in this course. This course investigates general administrative and supervisory functions of special education programs. Specific focus is placed on the functions performed by educators and supervisors of special education programs. Legal concerns are reviewed with implications to the education of children with disabilities. Some specific areas of study include: legislation, due process hearings, budgets, supervision of personnel, and program evaluation.
STUDENT LEARNING OUTCOMES:

After completing the requirements of this course, the student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CEC</th>
<th>WCU CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of different organizational models for providing special education and related services</td>
<td>1</td>
<td>1,2</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the essential special education management functions</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of legislation (i.e. IDEA, ADA, Section 504) and litigation that has impacted on the delivery of services to individuals with disabilities</td>
<td>9,10</td>
<td>5</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of strategies for working with agencies in the systems as well as others for delivery of services</td>
<td>10</td>
<td>4,5</td>
</tr>
<tr>
<td>5. Demonstrate an understanding of issues related to identification and placement of students with disabilities</td>
<td>2,3,8</td>
<td>1</td>
</tr>
<tr>
<td>6. Demonstrate an understanding of due process procedures and due process hearings</td>
<td>9</td>
<td>1,2</td>
</tr>
<tr>
<td>7. Demonstrate an understanding of policies and procedures related to fiscal issues</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>8. Demonstrate an understanding of</td>
<td>9,10</td>
<td>6</td>
</tr>
</tbody>
</table>
personnel recruitment, retention, development, supervision and evaluation policies and procedures.

9. Demonstrate an understanding of the purposes, models and procedures used to conduct program evaluations

| 9. Demonstrates an understanding of student-related issues such as enrollment, records, grading practices, diplomas, graduation, extracurricular activities and discipline. |
|---|---|
| 9 | 1,6 |

STUDENT PERFORMANCE ASSESSMENTS:

The student will:

<table>
<thead>
<tr>
<th>Performance Assessments</th>
<th>CEC</th>
<th>WCU CF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Online Assignments</strong>&lt;br&gt;Reflect on assigned readings and supplemental information</td>
<td>1,2</td>
<td>5</td>
</tr>
<tr>
<td><strong>2. Grant Proposal and Presentation</strong>&lt;br&gt;Write a grant adequate for submission for funding and present it to the class</td>
<td>10</td>
<td>1,2</td>
</tr>
<tr>
<td><strong>3. Interview</strong>&lt;br&gt;Interview a special education director to obtain information on educational reform cycles, budget, legislative changes, and service delivery trends.</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td><strong>4. Case Studies:</strong>&lt;br&gt;Summarize and analyze six legal case studies.</td>
<td>2,3,8</td>
<td>5,8</td>
</tr>
</tbody>
</table>
providing specific IDEA regulations for each case, legal outcome, and personal reflection.

<table>
<thead>
<tr>
<th>5. Final Exam</th>
<th>1,2,3,8</th>
<th>1,3,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a comprehensive exam of text, handouts and/or other requirements of this course</td>
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<td></td>
</tr>
</tbody>
</table>

Course Requirements:
The student is expected to:
- Attend and participate in all class sessions.
- Read the textbook, handouts, and other assigned readings.
- Complete the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Assignments (10 points each x 14)</td>
<td>140</td>
</tr>
<tr>
<td>Legal Case Reviews (20 points each x 6)</td>
<td>120</td>
</tr>
<tr>
<td>IDEA/504 Comparison</td>
<td>35</td>
</tr>
<tr>
<td>Interview with SPE Director</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>400</td>
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</table>

Note: The student is responsible for reading the text. Information included on a quiz or test may contain information taken from the text (even if not discussed in class), handouts, external links, lecture notes, D2L information, and class discussion.

Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition, and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. All assignments must be typed and submitted in Microsoft Word format.

Evaluation Criteria:

Grade Calculation: Your grade in the course will be based upon the number of points earned out of total course points. Letter grade percentages are listed in the chart.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>360-400</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>320-359</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>280-319</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>279 &amp; below</td>
</tr>
</tbody>
</table>
1. **Chapter Assignments:** After reading each chapter, go to dropbox and complete the online assignment for that chapter. Submit responses as an attachment to dropbox. Follow due dates on course calendar. Ten points are allowed for each chapter. **(140 points total)**

2. **Legal Case Studies:** The student will review and analyze six significant court cases. Using the following format, analyze the court cases listed below in a minimum of 2-3 pages for each case. A template is provided on D2L in the dropbox. Include the correct legal citation for the case, such as 20 U.S.C. § 1401(20). **See Attachment 1 for further instructions and template. (120 points total)**

   Court Cases:
   - Mills v Board of Education
   - Schaffer v Weast
   - Clyde K. v Puyallup School District
   - Board of Education of the Hendrick Hudson School District v Rowley
   - Daniel R.R. v State Board of Education
   - Tinker v Des Moines Independent Community Schools

   Format: Analyze the above court cases in a minimum of 2-3 pages for each case.
   Template provided on D2L in dropbox.
   1. **Facts:** Explain the essential facts of the case. Tell the story of the case.
   2. **Decision in administrative hearings and the lower courts:** State the decision in administrative hearings and in the lower court(s).
   3. **Rationale:** This is a very important part of the case brief. You must explain the gist of the court ruling, i.e., why the court arrived at this holding.
   4. **Holding:** The exact ruling of the court.
   5. **Scope of the holding:** Identify the jurisdiction of the court and the population addressed by the court. Describe how the case has meaning for teachers.
   6. **Personal reflection**

3. **IDEA/504 Comparison:** Using information from the textbook, Internet, and other resources, develop a 3-4 page comparison of the Individuals with Disabilities Education Act (IDEA) and Section 504 (of the Rehabilitation Act of 1973). **See Attachment 2 for further instructions. (35 points total)**

   Discussion should include the following:
   - Basic rights under each Act
   - Purpose of each Act
   - Definitions
   - Services/accommodations for children
   - Evaluation & Eligibility requirements for services
   - Personal Reflection
4. **Interview with a Special Education Services Director:** Complete the interview questions provided in D2L dropbox with a special education director in your area. It may be completed on the phone, in person, or via email. Place response in drop box. *(25 total points)*

5. **Final Exam:** One exam will be administered online during the course. It will cover all notes, handouts, textbook, and information discussed in class. *(80 total points)*

**Attendance and Participation in Class:** Since this is a hybrid course, absences are viewed differently than for a face-to-face course that meets weekly. Students are allowed one (1) "absence" or the equivalent of not submitting one assignment. Any "absence" beyond the one assignment lacking, will allow you to make no higher than a B in this class. After two (2) "absences", no credit for the course may be obtained. Please notify the instructor in advance of your absence by email so there is written documentation.

**Instructional Technology:** Technology will be an important and vital part of the instruction delivery of this class. If you do not have access to a computer at home, computers are available in Fairchild Hall and the University library for students to use. Students MUST be familiar with D2L, sending and receiving email and attachments, accessing technology through media-sites and videos online, and APA style. **All work must be submitted using only Microsoft Word format. Designated assignments must be submitted to TK20. Failure to do so will result in an “incomplete” for the course. The six case reviews are the TK20 assignment for EDU460.**

**MAKE-UP EXAMS, LATE WORK, AND EXTRA CREDIT:** Make-up exams will not be given unless CLEARED PREVIOUSLY by the instructor. In such cases, the student must take the exam per arrangements with the instructor. Failure to contact the instructor immediately could result in a “0” for the test. **Assignments are due on the assigned date.** It is the student’s responsibility to submit assignments on time. **A one-week's grace period will be allowed after the expected date in order for the student to obtain credit for the assignment. No credit will be given for an assignment submitted after the grace period of one week.** Calling or texting is the most effective and immediate form of contact if an emergency arises. No work for extra credit will be allowed for any reason.

**Academic Integrity:** William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.
Plagiarism: All work must be the exclusive work of individual students, unless work is done in conjunction with a group project. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student must cite all relevant sources. A student should also make clear to what extent such sources were used. Failure to do so is plagiarism. The Publications Manual of the APA (6th ed.) is the guide for formatting of citations and references.

Student Accommodations: Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Ms. Valerie Bridgeforth at (601) 318-6188. Ms. Bridgeforth is located in the Student Services Office in Lawrence Hall.

Disaster Plan Statement: In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

Regardless of major or additional endorsement, any student who takes an EDU course must submit the designated assignment to TK20. TK20 is a program designed to provide data regarding student outcomes and William Carey University’s NCATE accreditation. If you do not submit your assignment to your TK20 account, you will receive an "INCOMPLETE" for the course. You must submit a request form for an incomplete to the department chairperson. The "incomplete" will be removed once your assignment is submitted to TK20. If you do not have a TK20 account, you need to purchase one early in the trimester as it takes a few days to confirm. Do not wait until the TK20 assignment is due to purchase one and then ask for it to be waived. If you attended another university that uses TK20, such as USM, you can have your account transferred to WCU if it is current. TK20 accounts are good for seven years.
<table>
<thead>
<tr>
<th>DATES</th>
<th>ACTIVITIES</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 **</td>
<td>November 11 *Class Meets</td>
<td>Course overview, syllabus &amp; assignments, read Chapters 1 and 2</td>
</tr>
</tbody>
</table>
| 2 November 18 | Read Chapter 3 – History Contact SPED Director by phone or email. | Friday, November 22  
Chapter 3 Assignment  
Contact SPED Director-send me an email stating the name of the director you contacted |
| 3 December 2 | Read Chapters 4 & 5 IDEA/Section 504                | Chapter 4 Assignment  
Chapter 5 Assignment  
IDEA/504 Comparison Paper                                                      |
| 4 **      | December 9 *Class Meets                            | Read Chapters 5 & 6 ADA                                                          |
| 5 December 16 | Read Chapters 7 & 8 ESEA and FAPE                | Friday, December 20  
Chap 7 & 8 Assignments  
Case Review 2: Schaffer v Weast                                                   |
| 6 January 13 | Read Chapters 9 & 10 I, A, and Evaluation & IEP    | Friday, January 17  
Chapters 9 & 10 Assignments  
Case Review 3: Clyde K. v Puyallup School District                              |
| 7 **      | January 20 *Class Meets                            | Read Chapters 11 & 12 LRE and Proc Safeguards                                     |
| 8 January 27 | Chapter 13 Disciplines                             | Friday, January 24  
Chap11 & 12 Assignments  
Case Review 4: Hendrick Hudson v Rowley                                          |
| 9 February 3 | Chapter 14 Additional Issues                      | Friday, February 7  
Chapter 14 Assignment  
Director Interview  
Case Review 6: Tinker v Des Moines ICS                                              |
| 10 February 10 | Review Course Content Review Study Guide           | Final Exam  
Date: February 15 or February 16                                                 |
|           | ** Term Ends February 17                           |                                                                                 |
Regardless of major or additional endorsement, any student who takes an EDU course must submit the designated assignment to TK20. TK20 is a program designed to provide data regarding student outcomes and William Carey University's NCATE accreditation. If you do not submit your assignment to your TK20 account, you will receive an "INCOMPLETE" for the course. You must submit a request form for an incomplete to the department chairperson. The "incomplete" will be removed once your assignment is submitted to TK20. If you do not have a TK20 account, you need to purchase one early in the trimester as it takes a few days to confirm. Do not wait until the TK20 assignment is due to purchase one and then ask for it to be waived. If you attended another university that uses TK20, such as USM, you can have your account transferred to WCU if it is current. TK20 accounts are good for seven years.

TK20 Cheat Sheet

You must first click the link to purchase access to tk20, $103, which is good for 7 years and is a requirement of our accredited university. You may purchase tk20 from the bookstore using financial aid for $130.

1. Go to:  www.wmcarey.edu
2. Resource Login
3. Tk20
4. Username: first initial, last name, and student ID
   Password: student ID (should be just like D2L and is provided by tk20 after purchase)
5. Click Courses
6. Click on Course Number (When assignments are due you will see a pending flag to the left of the course.)
7. Click on Activities
8. Click on the specific activity
9. Click the Artifact Wizard picture (blue with star wand)
10. Click on “I would like to create new artifact”
11. Continue
12. Select the Artifact type: File
13. Click on Browse on the Upload Document section
14. Search and select the appropriate file containing your work
15. Open
16. Enter name of the activity
17. Submit (You can tell that your assignment has been successfully submitted when your pending flag goes away!!)
Note: If you want to work on it more at later time press save. Don’t press submit until you are absolutely ready.

Recall: If you submitted the wrong assignment or just need to get it back to tweak the material, you can click the box on the left of the assignment and then click on the grey recall box above it.

Questions: Regina “Reggie” Withers
601-318-6088
rwithers@wmcarey.edu
EDU 460 Legal Case Study Instructions

Using the attached Legal Case Review template complete the assignment for each of the following 6 legal cases listed here. Cases for this trimester are:
Mills v Board of Education
Schaffer v Weast
Clyde K. v Puyallup School District
Board of Educ of the Hendrick Hudson School District v Rowley
Daniel R.R. v State Board of Education
Tinker v Des Moines Independent Community School

Save the template (found on the following page) on your hard drive and rename the file for each case. Submit completed case reviews via dropbox as an attachment. 20 points each.

Information for these cases can be found:
in your textbook...see pages 405-407 for the Case Index
legal databases or legal journal indexes, but there is usually a fee to join just by searching/googling the case (Shaffer v Weast is mentioned on over 16,000 websites)
EDU 460
LEGAL CASE STUDY TEMPLATE

Name _______________________________ Date _________________

Case Citation: ______________________________________________


2. Decision in administrative hearings and the lower courts: State the decision made in each.

3. Rationale: Explain the gist of the court ruling (i.e., why the court arrived at its holding).


5. Scope of the holding: Identify the jurisdiction of the court and the population addressed by the court.

6. Personal Reflection:
EDU 460 IDEA/504 COMPARISON ASSIGNMENT
(50 POINTS)

Instructions: Using information from the textbook, internet, and other resources, develop a 3-4 page comparison of the Individuals with Disabilities Education Act (IDEA) and Section 504 (of the Rehabilitation Act of 1973).

Discussion should include the following:
- Basic rights under each Act
- Purpose of each Act
- Definitions
- Services/accommodations for children
- Evaluation & Eligibility requirements for services
- Personal Reflection

Upload your assignment into D2L dropbox. Thanks!
RESOURCES

Textbook Companion Website:  http://www.ed.sc.edu/spedlaw/lawpage.htm

Educator Learning Center:  www.educatorlearningcenter.com


Americans with Disabilities Act:  http://www.ada.gov/pubs/ada.htm

Section 504 of the Rehabilitation Act:  http://www.dol.gov/oasam/regs/statutes/sec504.htm

WestLaw:  www.westlaw.com

LawCrawler:  www.lawcrawler.findlaw.com

Wright’s Law:  www.wrightslaw.com

The Council for Exceptional Children:  www.cec.sped.org/