

Utah State University
Department of Special Education and Rehabilitation

SPED 5070 -- Policies and Procedures in Special Education
Fall Semester 2009

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Course Description:

This course provides students with a broad knowledge and understanding of a wide range of legal issues concerning the provision of special education services to students with disabilities. In addition, a significant underlying purpose of the course is to foster attitudes, which facilitate the appropriate accommodation of students with disabilities and their families in school and community settings.

Required Readings:

Norlin, J.W. (2007). What do I do when: The answer book on special education law (5th ed.). Horsham, PA: LRP Publications

Special Education Rules and Regulations, and Key Issues at a Glance
 Utah State Office of Education, 2001.

* Available online at <http://www.schools.utah.gov/sars/lawsregs/rules.htm>

Objectives

2003 CEC Standards	Course Objectives <u>Students will describe, discuss and/or apply:</u>	Learning Activity	Evaluation
<i>CCI</i> K 1,6 <i>GCI</i> K 7,8 <i>CC2</i> K 3 <i>CC8</i> K 1 <i>ICI</i> K 6	1. The six principles basic to IDEIA 2004	Class Discussions, Study Guides, Application Activities	Tests and Application Activities
<i>GCI</i> K4,6 <i>CC3</i> K 3,4 <i>GC3</i> S1 <i>ICI</i> K 3,5 <i>ECI</i> K 3	2. Rules governing the provision of special education services.	Class Discussions, Study Guides, Application Activities	Tests and Application Activities

<p><i>CCI</i> K4 <i>GC9</i> K1,2 <i>CC9</i> S1,4,5,6,8,10 <i>CCI0</i> K2,3,4, <i>GC10</i> K 1,3 <i>CCI0</i> S 2,3,4,5 <i>GC10</i> S 4 <i>IC10</i> K 3 <i>IC10</i> S 4 <i>EC9</i> S 3</p>	<p>3. Duties and responsibilities of parents and school personnel in relation to provision of special education services.</p>	<p>Class Discussions, Study Guides, Application Activities</p>	<p>Tests and Application Activities</p>
<p><i>CCI</i> K 2,5,6,7 <i>GC1</i> K 1,5 <i>IC1</i> K 1,4 <i>CC5</i> K 1 <i>CC7</i> K 3; S5 <i>GC3</i> S 1 <i>IC3</i> K 1 <i>IC3</i> S 1 <i>CC4</i> S 6 <i>IC7</i> S 3 <i>CC8</i> K 1-5 <i>GC8</i> K 1-4 <i>IC8</i> K 1-3 <i>CC8</i> S 5-7 <i>EC4</i> S 3 <i>EC7</i> S 1 <i>EC8</i> S 1-5 <i>EC10</i> S 1,5</p>	<p>4. Unique aspects of Utah’s programs for special education—e.g. referral procedures, definitions and classification procedures, IEP development, transitions plans, mediation requirements, graduation requirements, suspension/expulsion procedures, the referral to placement process.</p>	<p>Class Discussions, Study Guides, Application Activities</p>	<p>Tests and Application Activities</p>
<p><i>CCI</i> K 8 <i>GC1</i> K 3 <i>IC1</i> K 2 <i>EC1</i> K 1</p>	<p>5. Court cases, which have had a major impact on special education—e.g. Rowley, Tatro, Honig, Timothy W., Smith v. Armstrong, and many others.</p>	<p>Class Discussions, Study Guides, Application Activities</p>	<p>Tests and Application Activities</p>
<p><i>CCI</i> K 2,3,6 <i>CC2</i> K 7 <i>GC1</i> K 8 <i>GC 2</i> K 1,3 <i>EC1</i> K 2</p>	<p>6. Emerging controversial issues and trends in special education law and litigation: AIDS, drug addicted students, medications for students with ADHD; the use of aversives, extended school year, attorney’s fees, behaviorally disordered v. socially maladjusted, LRE, confidentiality, inclusion, and discipline.</p>	<p>Class Discussions, Study Guides, Application Activities</p>	<p>Tests and Application Activities</p>
<p><i>CCI</i> K 3,6 <i>GC1</i> K 3,4</p>	<p>7. The implications and impact of Section 504 and ADA requirements in terms of IDEIA 2004 requirements.</p>	<p>Class Discussions, Study Guides, Application Activities</p>	<p>Tests and Application Activities</p>

Course Requirements

1. Tests 1,2,3,and 4 (100 points each)
These tests are **online** (during scheduled times in the YETC before class time), **open note** (that means **Study Guides only**) and will be timed (1 hour max!). They will occur on **September 8-9, September 22- 23, October 6-7, and October 20-21**. Tests will address the information that you have entered into your study guides and are **cumulative**.
2. Simulated Eligibility Determination Meetings (100 points possible)
You will be conducting an Eligibility Determination meeting on either **November 4** or **November 11** for the child that you were assigned on the first day of class. During the weeks that you are working on the asynchronous material, as well as during each “Live” class, you will work with your team to develop your child’s case and work towards determining whether he or she is eligible, and if so, under what IDEIA classification. (*HINT: All of the students who are referred for evaluations will be eligible – you will need to determine the category!*) Each team member will be assigned a school district role, and you will be required to research your role and explain it to the parent during the meeting.
3. Simulated IEP/Placement Meetings (100 points)
On **December 2** and **December 9** (our scheduled “final” day), teams will be conducting mock IEP and Placement meetings for their student. Time will be devoted to developing tentative IEPs and placement recommendations during our Wednesday class meetings. You will assume the same role that you had during the Eligibility Determination process. You will receive a grading rubric for this activity when you receive your team assignment and student referral.

*****Extra Credit Assignment*****

During the semester, you may arrange through your practicum teacher or through Dr. Glomb to observe and write about an Eligibility or IEP meeting (Just one, please ☺). These assignments are worth 25 points, and the forms for recording your observations are located in the Course Content folder on the SPED 5070 website.

TOTAL POSSIBLE POINTS: 600-625

Grading:	100-95% = A	83-80% = B-	69-67% = D+
	90-94% = A-	79-77% = C+	66-64% = D
	89-87% = B+	76-74% = C	63-60% = D-
	86-84% = B	73-70% = C-	Below 60% = F

Protocol for Asking Clarification Questions

There are no stupid questions – asking for clarification is how we **ALL** learn!!!!
If you have questions about something that is included in the online modules, please follow the directions for posting it on the Blackboard Vista Discussion Board. If you have a question during one of our “live” classes – please ask! If your confusion about a topic, procedure, or policy persists after clarification has been given, please make a note to yourself and email me after class and I will get back to you before the next class session. This procedure will help to ensure that everyone’s questions are answered without compromising class time.

Students with Disabilities Requiring Accommodations

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.