

Memorandum

To: General Faculty
Date: July 31, 2008
Regarding: Agenda, Faculty Senate Meeting, August 8th at 3.00 pm in
TLC 1-301

The agenda for the, August 8th Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the June 20, 2008 meeting ([See Addendum I](#))
4. Committee Reports

Committee VI: General University Matters: (Chair: Dawn McCord)

Action Item:

- A) Senate approval of Statement on Firearms on Campus

In accordance with the Official Code of Georgia Annotated (O.C.G.A.) § 16-11-127.1, the University of West Georgia abides by all state laws and expects compliance by all faculty, staff, students, and visitors. The possession of a valid firearms permit, or a valid license to carry a concealed weapon, does not exempt any individual from the provisions of this policy or provisions as detailed in O.C.G.A. § 16-11-127.1. In the above referenced statute, all persons, with limited exceptions, are prohibited from possessing weapons as defined above anywhere on University property.

Committee IX: Graduate Studies (Chair, Skip Clark)

([See Addendum II](#))

Action Items:

- A) College of College of Education
- 1) Curriculum and Instruction
 - a) Ed.S. in Middle Grades Education
Request: Modify
Action: approved
 - 2) Special Education and Speech-Language Pathology
 - a) Master of Education – Special Education (General Curriculum) Online
Request: Modify
Action: approved

- b) Specialist in Education – Curriculum Specialist (Cherokee County School District Cohort)
Request: Add
Action: approved

- c) SPED 7729 Special Education Law
Request: Add
Action: approved

Information Item:

- A) College of Education
 - 1) Educational Leadership and Professional Studies
 - a) EDRS 6341
Request: modify
Action: approved

 - b) EDRS 6342
Request: modify
Action: approved

- B) The following minutes were approved by COGS and may be viewed at:
http://www.westga.edu/assetsDept/index_3467.php

November 14, 2007 approved December 12, 2007
December 12, 2007 approved January 16, 2008

- 5. Old Business

- 6. New Business

- 7. Announcements

- 8. Adjournment

University of West Georgia
Faculty Senate Minutes
June 20, 2008
Draft

Date: June 20, 2008

Call to Order: The meeting was convened in room 1-301 of the Technology-enhanced Learning Center. Chair pro-tem Randy Hendricks called the meeting to order at: 3:00 p.m. Chris Huff served as secretary.

Roll Call: Fulkerson for Cook, Elman, Ogletree, Brown, Gantner, Kirk, Epps, Huff, Jenks for Luken, Murphy, Snipes, Baumstark, Harkins, Ramanathan, McCord, Hazari, Hendricks, Hasbun

Not in Attendance: Best, Gunnels, Harkins, MacKinnon, Mbay, Austin, Mowling, Aanstoos, Baylen

Chair received unanimous approval to amend the agenda to include an action item from General University Matters.

Minutes: The minutes of the April 18, 2008 meeting of the Faculty Senate were approved.

Committee VI: General University Matters

Action Items:

- A) Motion carried to refer back to committee with recommended changes the draft statement concerning firearms on campus.

Committee IX: Graduate Studies

Action Items:

- A) College of Arts and Sciences
- 1) Department of Mathematics
 - a MATH 6893 - Request: Add - Action: Approved
 - 2) Department of Music
 - a Initial Certification Program: Music Education (P-12) - Request: Add - Action: Approved
- B) College of Education
- 1) Media and Instructional Technology
 - a Online Ed.S in Media (IT Track) -- Plan E - Request: Modify - Action: Approved
 - b MEDT 7473 - Request: Add - Action: Approved
- C) Richards College of Business
- 1) Management
 - a ABED 6100 - Request: Modify - Action: Approved
 - b ABED 6106 - Request: Modify - Action: Approved
 - c ABED 6107 - Request: Modify - Action: Approved
 - d ABED 6120 - Request: Modify - Action: Approved
 - e ABED 6128 - Request: Modify - Action: Approved
 - f ABED 6146 - Request: Modify - Action: Approved
 - g ABED 6160 - Request: Modify - Action: Approved
 - h ABED 6181 - Request: Modify - Action: Approved
 - i ABED 6182 - Request: Modify - Action: Approved
 - j ABED 6183 - Request: Modify - Action: Approved

- k ABED 6186 - Request: Modify - Action: Approved
- l ABED 6187 - Request: Modify - Action: Approved
- m ABED 6507 - Request: Modify - Action: Approved
- n ABED 6537 - Request: Modify - Action: Approved
- o ABED 6586 - Request: Modify - Action: Approved
- p ABED 6587 - Request: Modify - Action: Approved
- q ABED 6588 - Request: Modify - Action: Approved
- r ABED 8183 - Request: Modify - Action: Approved

Old Business

Committee I: Undergraduate Academic Programs

Action Items:

- A) College of Education
 - 1) Curriculum and Instruction
 - a) B.S. Ed. in Early Childhood Education (Newnan Campus) - Request: Add - Action: Approved

New Business

- A) Election of the Executive Secretary for the Senate -- Ballots were distributed and collected.

Announcements:

- A) Dr. Hynes reported on the progress being made to prepare Faculty Senate chairs.
- B) Dr. Sethna reported on the progress being made to fill the new Ombuds position and supporting staff positions. He expressed thanks to those who helped champion this initiative.
- C) Dr. Sethna asked for input on the expected change of Dr. Hynes title from "Vice President for Academic Affairs" to "Provost and Vice President for Academic Affairs." No concerns were expressed.
- D) Dr. Sethna reported that state revenues are down and that UWG has been asked by the System Office to present a 5% budget cut plan with anticipated actual cuts of 3.5 - 4% expected.

Meeting Adjourned.

Addendum II

RECEIVED

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

JUN 25 2008

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Ed.S. in Middle Grades Education	Hours: West / Lab / Total
UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL				
Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other		Credit <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained		Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required graduate credit and the differences in grading policies):

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Prerequisite(s) _____

Present or Projected Enrollment: 20 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Judy Butler 4-10-08 (for Donna Hartman) _____
Department Chair Date Department Chair (if cross listed) Date

Deanna O. Gaskin 4/10/2008 _____
Dean of College Date Dean of College (if cross listed) Date

J. M. Duke 6/25/08 _____
Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 7/10/08 _____
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date

RATIONALE

This rationale concerns the changes we are requesting in the Middle Grades Educational Specialist program sheet. These changes are, primarily, a result of the changes being made in the Department of Educational Leadership and Professional Studies.

We have in our program a section entitled "Professional Education" which serves as a type of cognate for our students. These courses are from other departments within the College of Education and serve as an opportunity for our students to "spread their wings." We look especially to Educational Leadership because many who receive an EdS will move into leadership roles, e.g., chairs of departments, curriculum specialists.

EDFD 8371 Advanced Principles of Curriculum is not taught regularly. The chair of Educational Leadership, Dr. Payne, suggested we eliminate it. EDLE 7312 Communicating and Interacting with the School Community, EDLE 7313 Skills for the Teacher Support Specialist, and EDLE 7316 The Teacher and the Law will not be taught under the new program in leadership, according to the chair.

We discussed what would be good substitutions and he (Dr. Payne) came up with the replacements of EDFD 7303 Culture and Society in Education, EDLE 6316 School Law and Ethics, and EDLE 6323 Promoting Teaching and Learning. It will be some time before EDLE 6323 is taught. In talking with Dr. Payne and Dr. Harkins (Chair of the Department of Curriculum and Instruction), we reached the conclusion that these changes would serve our students well.

In an effort to make sure that there is at least one option for students every semester, we are adding PTED 7246 Comparative Education and keeping MGED 7271 Issues in Middle Grades Education and MEDT 7461 Instructional Design. All 3 courses are taught online. These are relevant to all middle grades students.

We accept two 6000 level courses in a student's EdS program. Departments in the College of Arts and Sciences offer 6000 level graduate courses which students must have, e.g., history.

There is no conflict with some of these courses being available in the master's program. They serve as good alternatives in both programs. Students can not "double dip" by counting something they took in a master's program in the EdS program. Such is monitored by the Graduate School and advisors.

Current Program
EDUCATION SPECIALIST
MIDDLE GRADES EDUCATION
ADVISEMENT SHEET

Name: _____ ID# _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Master Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA	_____ Initial Advising
_____ GRE Scores	_____ Applicant for Candidacy
_____ Letters of Reference	_____ Department Exam
_____ Personal Narrative	
_____ Department Interview	
_____ Date Admitted to Graduate School	

Program Notes

1. There is no provisional admission to this program. No course taken prior to admission may be used toward the Ed.S. degree.
2. PTED 7241, Teaching English as a Second Language: Methods and Materials, may be used as a strategies course, and PTED 7240, Issues in Applied Linguistics and Second Language Acquisition, may be used as a content course in content specialization.
3. Admission to this program requires either a Level 5 Middle Grades or Elementary (K-8) clear, professional teaching certificate.
4. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
5. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Curriculum and Instruction.
6. Students who have not taken MGED 7261, 7262, 7263, or 7264 (strategies courses) should take the appropriate course in their specialist program according to the advice of their advisor.

Current Program
EDUCATION SPECIALIST
MIDDLE GRADES EDUCATION
PLAN OF STUDY

Name: _____ ID#: _____

PLAN OF STUDY	HRS.	GR	SEMESTER PLANNED	SUB
Professional Education	6			
1. CEPD 8102 Lifespan Human Development	3			
2. Choose course from:	3			
EDFD 8371 Advanced Principles of Curriculum				
EDLE 7312 Communicating and Interacting with the School Community				
EDLE 7313 Skills for the Teacher Support Specialist				
EDLE 7316 The Teacher and the Law				
PTED 7242 Language-Minority Education and Culture				
MEDT-7461-Instructional-Design				
MGED 7271 Issues in Middle Grades Education				
Content Specialization	9			
A & S	3			
A & S	3			
A & S	3			
Elective	3			
	3			
Research	9			
MGED 8297 Professional Issues Seminar	3			
MGED 8284 Research Seminar (Middle Grades)	3			
EDRS 8304 Data Analysis in Educational Research	3			
Total Program	27			

Note: Sequence of research courses is as follows: MGED 8297, MGED 8284, EDRS 8304.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

(Designee)

Proposed Program
EDUCATION SPECIALIST
MIDDLE GRADES EDUCATION
ADVISEMENT SHEET

Name: _____ ID# _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Master Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA	_____ Initial Advising
_____ GRE Scores	_____ Applicant for Candidacy
_____ Letters of Reference	_____ Department Exam
_____ Personal Narrative	
_____ Department Interview	
_____ Date Admitted to Graduate School	

Program Notes

1. There is no provisional admission to this program. No course taken prior to admission may be used toward the Ed.S. degree.
2. PTED 7241, Teaching English as a Second Language: Methods and Materials, may be used as a strategies course, and PTED 7240, Issues in Applied Linguistics and Second Language Acquisition, may be used as a content course in content specialization.
3. Admission to this program requires either a Level 5 Middle Grades or Elementary (K-8) clear, professional teaching certificate.
4. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
5. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Curriculum and Instruction.
6. Students who have not taken MGED 7261, 7262, 7263, or 7264 (strategies courses) should take the appropriate course in their specialist program according to the advice of their advisor.

Proposed Program
EDUCATION SPECIALIST
MIDDLE GRADES EDUCATION
PLAN OF STUDY

Name: _____ ID#: _____

PLAN OF STUDY	HRS.	GR	SEMESTER PLANNED	SUB
Professional Education	6			
1. CEPD 8102 Lifespan Human Development	3			
2. Choose course from:	3			
EDFD 7303 Culture and Society in Education				
EDLE 6316 School Law and Ethics				
EDLE 6323 Promoting Teaching and Learning				
MEDT 7461 Instructional Design				
MGED 7271 Issues in Middle Grades Education				
PTED 7242 Language-Minority Education and Culture				
PTED 7246 Comparative Education				
Content Specialization	9			
A & S	3			
A & S	3			
A & S	3			
Elective	3			
	3			
Research	9			
MGED 8297 Professional Issues Seminar	3			
MGED 8284 Research Seminar (Middle Grades)	3			
EDRS 8304 Data Analysis in Educational Research	3			
Total Program	27			

Note: Sequence of research courses is as follows: MGED 8297, MGED 8284, EDRS 8304.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____
 (Designee)

DATE: _____

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Special Education & Speech-Language Pathology

College: College of Education

JUN 25 2008

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Master of Education - Special Education

Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input checked="" type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Master of Education - Special Education (General Curriculum) Online

Prefix Course Title Hours: / / Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: _____ (Students per year)

Effective Date*: Fall / 2008

*For a new course, one full term must pass between approval and effective date.

Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>N. D. Ang...</u>	<u>5/9/08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>Lyons P. Gaskin</u>	<u>6/2/2008</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
<u>John M. Drake</u>	<u>6/24/08</u>		
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date 7/10/08

Vice President for Academic Affairs Date _____

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Department of Special Education and Speech-Language Pathology
University of West Georgia

Master of Education – Special Education (General Curriculum)

Rationale for Program Modification

The General Curriculum track is designed to lead to advanced knowledge in teaching and learning strategies for students with disabilities who are being educated in the general education curriculum.

Background

A growing number of graduate students in the program, especially those who live a distance from campus and have time constraints continue to request that more classes be placed online so that they can easily acquire an MEd from the University of West Georgia. Many students enjoy online offerings and the flexibility it brings them while increasing and applying their teaching skills. Although regional data are unavailable, data at the state level indicate that over 11% of teachers are not fully certified. Approximately, 15% of the state's teachers are over 55 years of age. In addition, there is a 16% attrition rate. There is a need for more special educators. (Pevey, Director, P-16 Data Management, BOR, April 15, 2007, Regional EPAAC Meeting.)

Courses in the MEd – General Curriculum program currently are delivered in a variety of ways, including face-to-face, partial distance, and total distance. All courses use WebCT Vista and other selected technologies as needed. Faculty have attended more technology and distance learning training sessions on and off campus over the past 3 years and greatly increased their knowledge and skills in designing, teaching, and evaluating online courses. As a result our online courses have been highly successful.

Proposed Modification

To respond to the state and regional need for new special educators, the Department of Special Education and Speech-Language Pathology is proposing to offer its Master of Education – Special Education (General Curriculum) as a distance education program. It is expected that the General Curriculum MEd program will grow as more and more classes and class sessions are put online. Some courses will be offered as total distance, while others will be 85% online (i.e., 3-4 face-to-face sessions). The current program is approximately 50% online. As each course is taught in the sequence, it will be taught 85% online, until all courses are 85% online. All courses in the program will meet on campus within the first 3 weeks of the semester to meet the instructor, class members, and become familiarized with course content and class expectations. The content that needs to be delivered face-to-face will be carefully scheduled into one of the campus meetings. As some courses are more difficult to deliver online than others and students have diverse learning styles and needs, almost all of the instructors will provide optional face-to-face sessions for students to attend. Students will be given the choice to attend the extra face-to-face meetings.

The Master of Education – Special Education (General Curriculum) remains a 36 hour program with 30 hours in the special education core and 6 hours of electives. Courses meet the National Board for Professional Teaching Standards – Exceptional Needs Specialist/Early Childhood through Young Adulthood and the Council for Exceptional Children standards. The program sheet has not been revised.

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Master of Education (MEd) – Special Education (General Curriculum) – Online

Name: _____ UWG ID #: _____
E-mail: _____

Students who hold a clear, renewable, professional teaching certificate in special education are eligible for the 36 hour MEd program below which results in T-5 certification.

Note: All classes are 3 credit hours.

Special Education Core (30 hours) T-4 in special education.	Gr.	Trans./ Substitute	Date taken
SPED 6721 Professional Seminar ¹			
SPED 6715 Educational Characteristics of Learners: Mild Dis			
SPED 6766 Instructional Strategies for Mild Disabilities ²			
SPED 6767 Differentiated Instruction for Exceptional Learners ²			
SPED 6723 Ecological Development of Exceptional Learners ^{2,3}			
SPED 7705 Urban & Multicultural Issues in Special Education			
SPED 7721 Assessment in Special Education ^{2,4}			
SPED 6761 Classroom Behavior Management ^{2,4}			
EDRS 6301 Research			
SPED 7702 Technology in Special Education			
Electives (6 hours)			
SPED 7765 Learning Strategies and Content Enhancement			
SPED 7766 Direct Instruction Methodology for Reading and Math			
Other 6000/7000 level classes with permission of advisor			

Notes:

- ¹SPED 6721 must be taken during one of the first 2 semesters of the Special Education Core
- ²Required prerequisite: SPED 6715 Educational Characteristics of Learners
- ³Required prerequisite: CEPD 6101 Psychology of Classroom Learning (or equivalent)
- ⁴SPED 6723 Ecological Development of Exceptional Learners must be taken before

Name: _____ UWG ID #: _____

E-mail: _____

Address: _____

Home Phone: _____ Work Phone _____ Advisor: _____

Admission Requirements:

- ___ GRE scores or MAT accepted scores _____
- ___ Admitted to Graduate School – Status: ___ Full ___ Provisional _____ date
- ___ Departmental Interview (may be required) _____ date
- ___ Clear, Renewable, Professional Teaching Certificate (T-4) in: _____

Completion Dates:

- ___ Initial advising session _____ (date)
- ___ Completion of application for practicum by posted deadline: Fall, February 1st Spring, May 1st
- ___ I verify that the practicum requirements were discussed with me. _____, _____
Initials Date

- ___ Graduation packet submitted: Application for Adm. to Candidacy, Plan of Study, Application for Grad., Graduate Info Form
- ___ Comprehensive Exam (Portfolio) passed

I have been advised by my faculty advisor of the programmatic requirements of my course of study and understand them; I have been given the opportunity to ask questions regarding my course of study; and I acknowledge this and agree to all conditions of the program by signing this program of study.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Initial Evaluator's Signature _____ Date _____

Course or Program Addition, Deletion or Modification Request

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Department: SEDSLP

College: College of Education

JUN 25 2008

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
<div style="text-align: right; font-weight: bold;">UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL</div>			
Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <input type="checkbox"/> Modify <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other		Credit <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained	
<input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other			

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Specialist in Education - Curriculum Specialist (Cherokee County School District Cohort) / /

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

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Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Summer /2008
 *For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Michael Hays</u>	<u>5/1/08</u>	_____	_____
Department Chair	Date	Department Chair (if cross listed)	Date
<u>John P. Smith</u>	<u>5/5/2008</u>	_____	_____
Dean of College	Date	Dean of College (if cross listed)	Date
<u>John M. Stedje</u>	<u>6/24/08</u>	_____	_____
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Charles W. Clark 7/10/08
 Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date

Department of Special Education and Speech-Language Pathology
University of West Georgia

Specialist in Education – Curriculum Specialist
Special Education General Curriculum/Early Childhood Education

Rationale for Program Addition

The purpose of the Specialist in Education – Curriculum Specialist degree program is to provide an advanced, postmaster's program in specialized areas of educational programming for children and youth with exceptionalities.

Background

Cherokee County School District approached the Department of Special Education and Speech-Language Pathology about providing an EdS program for its teachers. There are approximately 60 teachers who have indicated an interest in the EdS graduate degree. Although Cherokee County explored other collaborative relationships (e.g., Kennesaw State, Piedmont College), they decided to collaborate with UWG because of our reputation. Dr. Hazelkorn has had numerous phone calls with Cherokee County and met with Dr. Sue Zinkel, Director of Special Education; Ms. Jackie Miller, Supervisor for Professional Development; and Mr. Mike McGowan, Director, Public Information, Communications and Partnerships on March 19, 2007, to discuss the program. A memorandum of understanding between the District and UWG has been written and taken to the Cherokee County School Board for its approval.

Proposed Program Addition

In consultation with the Cherokee County School District, the Department of Special Education and Speech-Language Pathology proposes to initiate its Specialist in Education – Curriculum Specialist degree program at an off-campus site program where students will obtain 50% or more of their credits toward the program. The entire 9 course, 27 credit program, consisting of regular academic offerings, will be offered at a site within the Cherokee County School District. The existing EdS program has been modified to remove the electives and to dictate which courses students will take and when. Courses will be offered as face-to-face, partial distance, and full distance courses. Courses will be offered in the following sequence: Summer 2008 – 2 courses, Fall 08 – 2 courses, Spring 09 – 1 course, Summer 09 – 2 courses, Fall 09 – 1 course, and Spring 10 – 1 course. This off-campus program does not include off-campus experiences or courses that are part of a predominantly on-campus program. Library resources are adequate as students will be able to access the library electronically. The Department will retain control over all academic matters including (but not limited to) course selection and scheduling, faculty hiring and evaluation, and student admission, evaluation, and graduation. Courses will be taught by existing faculty or by part-time faculty with terminal degrees. No distinctions have been made in the basic processes and policies for admitting and retaining students, developing curricula, scheduling and staffing, or for requirements and expectations of degree programs.

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Cherokee County School District Cohort
Specialist in Education – Curriculum Specialist
Plan of Study

Name _____ ID# _____ Advisor _____

Home Address _____

E-Mail _____

Home Phone: _____ Work Phone: _____ Fax: _____

Program Areas and Requirements	Gr.	Sem.	Transfer/Substitute
Content Specialization (21 semester hours)			
SPED 7701 Program Planning and Evaluation			
SPED 7702 Technology in Special Education			
SPED 7767 Strategies for Challenging Behavior			
SPED 8701 Individual Appraisal of Exceptional Children			
SPED 8704 Issues in Special Education			
SPED 8771 Curriculum Design and Implementation			
EDLE 7324 Special Education Law			
Research (6 semester hours)			
SPED 8783 Research Project			
SPED 8784 Research Seminar			

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Cherokee County School District Cohort
Specialist in Education – Curriculum Specialist
Plan of Study

NOTE: All classes are 3 credit hours

Program Notes:

Admission Requirements:

- _____ Clear, Renewable, Professional Teaching Certificate and Masters Degree in some area of Education
- _____ Admission to Graduate Program _____ (Date)

Completion Dates:

- _____ Initial advising session

I HAVE BEEN ADVISED BY MY FACULTY ADVISOR OF THE PROGRAMMATIC AND CERTIFICATION REQUIREMENTS OF MY COURSE OF STUDY AND UNDERSTAND THEM; I HAVE BEEN GIVEN THE OPPORTUNITY TO ASK QUESTIONS REGARDING MY COURSE OF STUDY; AND I ACKNOWLEDGE THIS AND AGREE TO ALL CONDITIONS OF THE PROGRAM BY SIGNING THIS PROGRAM OF STUDY.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Course or Program Addition, Deletion or Modification Request

Department: Special Education and Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

<p style="text-align: center;">Action</p> <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program <hr/> <input type="checkbox"/> Modify <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	<p style="text-align: center;">Credit</p> <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	<p style="text-align: center;">Frequency</p> <input type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input checked="" type="checkbox"/> Other
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

SPED 7729 Special Education Law 3 / 0 / 0
Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 40 (Students per year) **Effective Date*:** Spring /09
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<i>A. P. Hays</i>	5/9/08		
Department Chair	Date	Department Chair (if cross listed)	Date
<i>Lyndee P. Gaskin</i>	6/2/2008		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date *Charles W. Clark* Chair, Committee on Graduate Studies Date *7/10/08*

Vice President for Academic Affairs Date

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Revised 1/09/02
 UNIVERSITY
 OF WEST GEORGIA
 GRADUATE SCHOOL

Department of Special Education and Speech-Language Pathology
University of West Georgia

Rationale for Course Addition

Background

EDLE 7324, Special Education Law, is a course taken by EdS students in the Departments of Educational Leadership and Professional Studies and Special Education and Speech-Language Pathology. For the past 4 years, the course has been taught by a faculty member in the Department of Special Education.

Proposed Course Addition

In consultation with the Department of Educational Leadership and Professional Studies, the Department of Special Education and Speech-Language Pathology is proposing to add a new course, SPED 7729 that will be cross-listed with EDLE 7324. The syllabus and content for that course are the same as for EDLE 7324. The course meets the standards for the Educational Leadership Constituent Council (ELCC), the National Board for Professional Teaching (NBPTS), and the Council for Exceptional Children (CEC) standards. When EDLE 7324/SPED 7729 is taught by an instructor from Educational Leadership, the course would be listed as an EDLE course. When EDLE 7324/SPED 7729 is taught by an instructor from Special Education, it would be listed as SPED.

EDLE 7324/SPED 7729

SPECIAL EDUCATION LAW

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone: 678/839-6567

E-mail:

Fax: 678-839-6162

COURSE DESCRIPTION

This course provides public school administrators and teachers the opportunity to examine the statutory and case law requirements of educating special populations.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (ELCC/CEC) and standards (Learned Society) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. understand the role of the federal government and federal courts in the law and administration of special education (Alexander & Alexander, 2005; LaMorte, 2008; Latham, Latham, & Mandlawitz, 2008; Underwood & Mead, 1994; Yell, 2006) (Knowledgeable, Reflective, Culturally Sensitive; ELLC 4, 5, 6; NBPTS EN II; CEC 1, 9);
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 (Bartlett, Etscheidt, & Weisenstein, 2007; Imber & van Geel, 2005; LaMorte, 2008; Underwood & Mead, 1994; Yell, 2006) (Knowledgeable, Reflective, Culturally Sensitive; ELLC 4, 5, 6; NBPTS EN II, XIV; CEC 1, 8);
3. develop an understanding of the judicial and appellate process at the federal and state levels and how that relates to special education law (Alexander & Alexander, 2005; LaMorte, 2008; Latham et al., 2008) (Knowledgeable; ELLC 4, 5, 6; NBPTS EN II; CEC 1, 9);
4. develop the ability to read a court decision and brief it in order to demonstrate an understanding of its implications for special education (Alexander & Alexander, 2005; LaMorte, 2008; Valente & Valente, 2005) (Knowledgeable; ELLC 4, 5, 6; NBPTS EN II, XIV; CEC 1, 9);
5. acquire an understanding of legal terminology and procedure as it relates to special education law (Imber & van Geel, 2005; LaMorte, 2008; Latham et al., 2008; Valente & Valente, 2005) (Knowledgeable; ELLC 4, 5, 6; NBPTS EN II, XIV; CEC 1); and
6. acquire an understanding of the use of technology as a means of compliance with the mandates of the IDEA and Section 504 of the Rehabilitation Act of 1973 in the delivery of educational services to students with disabilities (Yell, 2006) (Knowledgeable; ELLC 4, 5, 6; NBPTS EN II, XIV; CEC 1, 7).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Recommended Text:

Yell, M. L. (2006). *The Law and Special Education* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

References:

- Alexander, K., & Alexander, M. D. (2005). *American public school law* (6th ed.). Belmont, CA: Thomson/West.
- Bartlett, L. D., Etscheidt, S., & Weisenstein, G. R. (2007). *Special education law and practice in public schools* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Imber, M., & van Geel, T. (2005). *Education law* (3rd ed.). Mahwah, NJ: McGraw-Hill.
- LaMorte, M. (2008). *School law: Cases and concepts* (8th ed.). Boston: Allyn & Bacon.
- Latham, P. S., Latham, P. H., & Mandlawitz, M. R. (2008). *Special education law*. Boston: Pearson/Allyn & Bacon.
- Underwood, J., & Mead, J. (1994). *Legal aspects of special education and pupil services*. Boston: Allyn & Bacon.
- Valente, W. D., & Valente, C. M. (2005). *Law in the schools* (6th ed.). Upper Saddle River, NJ: Merrill.
- Yell, M. L. (2006). *The Law and Special Education* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Periodicals - Because of the rapidly changing nature of special education law, periodicals are suggested sources of reference for supplemental reading and research. These include:

- American Law Reports
- GLRS Journal
- Journal of Law and Education
- Lexis Data Base
- Special Educator
- United States Law Weekly
- West's Education Law Reporter

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

Link to Conceptual Framework: The assignments are designed to make the students more *knowledgeable* about the law of special education and to link it to practice. Students will *reflect* upon the law and make decisions based on what they have learned. Students will become more *culturally sensitive* about the impact of the law upon students with disabilities and students of color. The three descriptors are reflected in **all the assignments and activities**.

Activities and Assessments:

1. **Class Participation:** Read textbook and outside reading assignments (which are subject to change) and be prepared to discuss all materials every class. Participate actively in all class activities. Your class participation grade will be based on 3 considerations: attendance, active contributions to class activities, and obvious preparation for class (which may be demonstrated through unannounced quizzes).
(Objectives 1-6; instructor observation, presentation, quizzes)
2. **Article Reviews:** Complete five (5) article reviews related to recent legal issues in special education. Articles should be recent (past 1-4 years) and assignments should not exceed three pages per assignment.*
(Objective 4; written product; rubric)

3. Annotated Bibliography: With a learning partner or partners, create an annotated bibliography of articles, statutes, cases, and administrative decisions related to a special education topic (minimum 5 sources).*
(Objectives 1-6; written product and presentation)
4. Select an appropriate topic of relevant interest (approved by the instructor) for the preparation of a research project and paper. Complete a 12-15 page research paper detailing the project and prepare a poster presentation to present to class of the same.*
(Objectives 1-6; written product and presentation; rubric)

** Specific directions will be provided for each of these requirements.*

Evaluation Procedures:

Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout materials and/or discussion. **Late assignments will have 5 points deducted for each calendar day late.**

Points allocated to assignments are as follows:

1. Quizzes	- 50 points (12.5% of class grade)
2. Article Reviews	- 100 (25% of class grade)
3. Annotated Bibliography	- 50 (12.5% of class grade)
4. Paper and Presentation	- 200 (50% of class grade)
Total	- 400

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

Assessment of the student's work by the instructor is an integral part of the learning process of this course. The criteria for the assignment of a grade for the research paper are as follows:

- A...Papers at this level would be characterized by a clear, thorough, well-organized paper reflecting a depth of substantial understanding of the topic. In addition, the author would have integrated outside research material and required text material, cited relevant and current authority to support the thesis (with complete reference list), and demonstrated unusual levels of insight and analysis into the issues defined by the question or demonstrated unusual originality in discussing the question. The conclusions in the paper would be without factual or interpretative errors. Papers would be without (or with very few) errors of spelling, grammar, style, and citation.
- B...Papers at this level would be characterized by a better than average understanding of the topic. The author would not have shown the levels of outside reading or integration evident or the insight or originality evident in the best papers. The papers at this level are also

without factual errors and are without numerous errors of spelling, grammar, style, and citation.

C...Papers at this level would be characterized by a minimum competence and understanding of the material. The author would have shadowed the work of material presented in texts and articles, but did not extend beyond them in interpretation and originality. Papers at this level may contain substantive errors and stylistic flaws.

F...Papers at this level would be characterized by a flawed understanding of the issues and research. Papers at this level may also violate fundamental standards of academic conduct, such as plagiarism, submission of another's work as one's own, or submitting substantially the same work as has been submitted in another course without the permission of the instructor.

Grading policy:

A = 360-400 points (90%+); B = 320-359 points (80 - 89%); C = 280-319 points (70 - 79%);
F = below 70% or academic dishonesty.

CLASS POLICIES

1. Each student is expected to come prepared to class by having materials, handouts and/or packet available and having done previous readings and assignments. Each student is to come to class prepared. This includes having the text available and having done the assigned readings and projects.
2. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be typed, double spaced, using Times, Times New Roman, or Arial font (size 12). All work (done both inside and outside of class) must be reasonably legible.
3. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, Student Handbook, etc.*). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. Some assignments will need to be submitted electronically. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
4. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class.
5. Students are expected to be prompt. It demonstrates respect for the instructor and classmates and facilitates classroom learning. Two tardies equals one absence. Please notify instructor of any absence in advance, whenever possible. If you will consistently be unable to attend for the full class time or expect to miss 2 or more classes, it is recommended that you drop the class and take it during a semester with fewer conflicts. Under usual circumstances, no make-up activities will be allowed in lieu of class

- attendance. Exceptions/accommodations may be made for absences due to meeting contractual work requirements, disability, or serious illness. Missing more than two classes will result in a one letter grade reduction.
6. Students who miss class (or any portion of class) are responsible for the content. While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught/ reviewed unless judged appropriate for the group as a whole.
 7. Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help them complete assignments. Resources should be referenced on materials submitted to the instructor. (Also see College of Education Academic Honesty Statement and Honor Code statement below.)
 8. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space. that may pertain to your program of study.
<http://coe.westga.edu/sedslp/>

CLASS SCHEDULE

Week #1	Introduction
Week #2	Introduction to Legal Research
Week #3	The IDEA, Section 504, and the ADA
Week #4	Zero reject
Week #5	Testing, Classification, and Placement
Week #6	Free Appropriate Education
Week #7	Least Restrictive Environment
Week #8	Procedural Safeguards
Week #9	Damages, Reimbursement, and Compensatory Education
Week #10	Shared Decision Making
Week #11	Related Services
Week #12	Discipline

- Week #13 No Child Left Behind
- Week #14 English Language Learners
- Week #15 Outstanding issues
- Week #16 Student Presentations

Week	Topic	Readings and Assignments
1	Introduction	Readings: <ul style="list-style-type: none"> • Yell, Chapter 1.
2	Introduction to Legal Research	Readings: <ul style="list-style-type: none"> • Yell, Chapters 2-3.
3	The IDEA, Section 504, and the ADA	Readings: <ul style="list-style-type: none"> • Yell, Chapters 4-7. • Zirkel, P. (2000). A two-headed monster. <i>Phi Delta Kappan</i>, 81(5), 410-411. • Weber, M. (2006). Reflections on the new Individuals with Disabilities Education Improvement Act. <i>Florida Law Review</i>, 58, 7. • Yell, M. L., Shriner, J. G., & Katsiyannis, A. (2006). Individuals with Disabilities Education Improvement Act of 2004 and IDEA regulations of 2006: Implications for educators, administrators, and teacher trainers. <i>Focus on Exceptional Children</i>, 39(1). • Blau, A. (2007). The IDEIA and the right to an "appropriate" education, <i>BYU Educ. & L. J.</i>, 1. Cases: <ul style="list-style-type: none"> • <i>Mills v. Bd. of Educ. of Columbia</i>, 348 F. Supp. 866 (D.D.C. 1972). • <i>Southeastern Community College v. Davis</i>, 442 U.S. 397 (1979). • <i>Grube v. Bethlehem Area Sch. Dist.</i> 550 F. Supp. 418 (E.D. Penn. 1982). • <i>Sch. Bd. of Nassau County v. Arline</i>, 480 U.S. 273 (1987). • <i>Rothschild v. Grottenthaler</i>, 907 F.2d 286 (2nd Cir. 1990). • <i>Davis v. Francis Howell Sch. Dist.</i> 138 F.3d 754 (8th Cir 1998).
4	Zero Reject	Cases: <ul style="list-style-type: none"> • <i>Pennsylvania Ass'n for Retarded Citizens (PARC) v. Pennsylvania</i>, 334 F. Supp. 1257 (E.D. Pa 1971). • <i>Green v. Johnson</i>, 513 F. Supp. 965 (D. Mass. 1981). • <i>Doe v. Belleville Public Schools Dist. No. 118</i>, 672 F. Supp. 342 (S.D. Ill. 1987). • <i>Timothy W. v. Rochester Sch. Dist.</i>, 875 F.2d 954 (1st Cir. 1989). • <i>Handberry v. Thompson</i>, 92 F. Supp. 2d 244 (S.D.N.Y. 2000). <p>1st Article Review due</p>
5	Testing, Classification, and Placement	Readings: <ul style="list-style-type: none"> • Yell, Chapter 10 • Garda, R. A., & Stafford, R. (2006). Who is eligible under the Individuals with Disabilities Education

		<p>Improvement Act? <i>Journal of Law and Education</i>, 35, 291.</p> <ul style="list-style-type: none"> Hensel, W. F. (2007). Sharing the short bus: Eligibility and identity under the IDEA. <i>Hastings Law Journal</i>, 58, 1147. <p>Cases:</p> <ul style="list-style-type: none"> <i>PASE v. Hannon</i>, 506 F. Supp. 831 (N.D. Ill. 1980). <i>Larry P. v. Riles</i>, 793 F.2d 969 (9th Cir. 1984). <i>Georgia State Conferences of Branches of NAACP v. Georgia</i>, 775 F.2d 1403 (11th Cir. 1985). <i>Doe v. Bd. of Educ. of Connecticut</i>, 753 F. Supp. 65 (D. Conn. 1990). <i>Wenger v. Canastota Sch. Dist.</i>, 961 F. Supp. 416 (N.D.N.Y. 1997).
6	Free Appropriate Education	<p>Readings:</p> <ul style="list-style-type: none"> Yell, Chapters 9 & 11 Huefner, D. S. (1991). Judicial review of the special education program requirements under the Education for All Handicapped Children Act: Where have we been and where should we be going? <i>Harvard Journal of Law and Public Policy</i>, 14, 483-516. Osborne, A. G., (1992). Legal standards for an appropriate education in the post-Rowley era. <i>Exceptional Children</i>, 58, 488-494. <p>Cases:</p> <ul style="list-style-type: none"> <i>Bd. of Educ. of the Hendrick Hudson Central Sch. Dist. v. Rowley</i>, 458 U.S. 176 (1982). <i>Irving Indep. Sch. Dist. v. Tatro</i>, 703 F.2d 823 (5th Cir. 1983). <i>Georgia Assoc. of Retarded Citizens v. McDaniel</i>, 716 F. 2d 1565 (11th Cir. 1983). <i>Burlington Sch. Committee v. Massachusetts Dep't of Educ.</i>, 471 U.S. 359 (1985). <i>Alamo Heights Indep. Sch. Dist. v. State Bd. of Educ.</i>, 790 F.2d 1153 (5th Cir. 1986). <i>Polk v. Central Sasquehanna Intermediate Unit 16</i>, 853 F.2d 171 (3rd Cir. 1988). <i>Johnson v. Indep. Sch. Dist. No. 4</i>, 921 F.2d 1022 (10th Cir. 1990). <i>Cedar Rapids Community. Sch. Dist. v. Garret F.</i>, 106 F.3d 822 (8th Cir. 1997). <i>Cypress-Fairbanks Indep. Sch. Dist. v. Michael F.</i>, 118 F.3d 245 (5th Cir. 1997). <i>M.L. v. Federal Way Sch. Dist.</i>, 387 F.3d 1101 (9th Cir. 2004). <p>2nd Article Review due</p>
7	Least Restrictive Environment	<p>Readings:</p> <ul style="list-style-type: none"> Yell, Chapter 12 Zirkel, P. (1996). Inclusion: Return of the Pendulum? <i>The Special Educator</i>, 12(9), p. 5. Yell, M. L., & Katsiyannis, A. (2004). Placing students with disabilities in inclusive settings: Legal guidelines and preferred practices. <i>Preventing School Failure</i>,

		<p>49(1), 28-35.</p> <ul style="list-style-type: none"> Gordon, S. (2006). Making sense of the inclusion debate under IDEA. <i>BYU Educ. & L. J.</i>, 189. <p>Cases:</p> <ul style="list-style-type: none"> <i>Roncker v. Walter</i>, 700 F.2d 1058 (6th Cir. 1983). <i>A.W. v. Northwest R-1 Sch. Dist.</i>, 813 F.2d 158 (8th Cir. 1987). <i>Lachman v. Illinois State Bd. of Educ.</i>, 852 F.2d 290 (7th Cir. 1988). <i>Daniel R.R. v. State Bd. of Educ.</i>, 874 F.2d 1036 (5th Cir. 1989). <i>Barnett v. Fairfax County Sch. Bd.</i>, 721 F. Supp. 757 (E.D. Va. 1989). <i>Greer v. Rome City Sch. Dist.</i>, 950 F.2d 688 (11th Cir. 1991). <i>Oberti v. Bd. of Educ. of the Borough of Clementon Sch. Dist.</i>, 995 F.2d 1204 (3rd Cir. 1993). <i>Sacramento City Unified Sch. Dist. v. Rachel H.</i>, 14 F.3d 1398 (9th Cir. 1994). <i>Clyde K. v. Puyallup Sch. Dist.</i>, 35 F.3d 1396 (9th Cir. 1994). <i>Murray v. Montrose County Sch. Dist. RE-IJ</i>, 51 F.3d 921 (10th Cir. 1995).
8	Procedural Safeguards	<p>Readings:</p> <ul style="list-style-type: none"> Yell, Chapter 13 Katsiyannis, A., & Herbst, M. (2004). Minimize litigation in special education. <i>Intervention in School and Clinic</i>, 40, 106-110. <p>Cases:</p> <ul style="list-style-type: none"> <i>Goss v. Lopez</i>, 419 U.S. 565 (1975). <i>Hall v. Vance Cty. Bd. of Educ.</i>, 774 F.2d 629 (4th Cir. 1985). <i>Max M. v. Ill. St. Bd. of Educ.</i>, 629 F. Supp 1504 (N.D. Ill. 1986). <i>Spielberg v. Henrico Cty. Public Schools</i>, 853 F.2d 256 (4th Cir. 1988). <i>Deal v. Hamilton Cty. Bd. of Educ.</i>, 392 F.3d 840 (6th Cir. 2004). <p>3rd Article Review due</p>
9	Damages, Reimbursement, and Compensatory Education	<p>Readings:</p> <ul style="list-style-type: none"> Daggett, L. M. (2004). Special education attorney's Fees: of Buckhannon, the IDEA reauthorization bills, and the IDEA as civil rights statute. <i>UC Davis Journal of Juvenile Law & Policy</i>, 8, 1. <p>Cases:</p> <ul style="list-style-type: none"> <i>Burlington</i> <i>Florence County Sch. Dist. Four v. Carter</i>, 510 U.S. 7 (1993). <i>Jefferson County Bd. of Educ. v. Breen</i>, 853 F.2d 853 (11th Cir. 1988). <i>Ms. M. v. Portland Sch. Committee.</i>, 360 F.3d 267 (1st Cir. 2004). <i>Greenland Sch. Dist. v. Amy N.</i>, 358 F.3d 150 (1st Cir.

		<p>2004).</p> <ul style="list-style-type: none"> • <i>Reid v. District of Columbia</i>, 401 F.3d 516 (D.C. Cir. 2005). • <i>Ortega v. Bibb Cty. Sch. Dist.</i>, 397 F.3d 1321 (11th Cir. 2005). <p>Annotated Bibliography due</p>
10	Shared Decision Making	<p>Readings:</p> <ul style="list-style-type: none"> • Zirkel, P. A. (1992). Offensive parents. <i>Phi Delta Kappan</i>, 73, pp. 572-574. • Zirkel, P. A. (2002). Impossible parents? <i>Phi Delta Kappan</i>, 84, pp. 335-336. <p>Cases:</p> <ul style="list-style-type: none"> • <i>Doe v. Anrig</i>, 561 F. Supp. 121 (D. Mass. 1983). • <i>W.G. v. Target Range Sch. Dist. No. 23</i>, 960 F.2d 1479 (9th Cir. 1992). <p>4th Article Review due Outline of final project due</p>
	SPRING BREAK	
11	Related Services	<p>Cases:</p> <ul style="list-style-type: none"> • <i>Tatro</i> • <i>Cohen v. Sch. Bd.</i>, 450 So.2d 1238 (Fla. 1984). • <i>Hurry v. Jones</i>, 734 F.2d 879 (1st Cir. 1984). • <i>Clomon v. Sch. Bd.</i>, 490 So.2d 691 (La. Ct. App. 1986). • <i>Max. M. v. Illinois State Bd. of Educ.</i>, 629 F. Supp. 1504 (N.D. Ill. 1986). • <i>Detsel v. Bd. of Educ. of the Auburn Enlarged City Sch. Dist.</i>, 820 F.2d 587 (2nd Cir. 1987). • <i>Babb v. Knox County Sch. System</i>, 965 F.2d 104 (6th Cir. 1992). • <i>Neely v. Rutherford County Sch.</i>, 68 F.3d 965 (6th Cir. 1995). • <i>Garret F.</i>
12	Discipline	<p>Readings:</p> <ul style="list-style-type: none"> • Yell, Chapter 14 • Evans, C. (1998, March). <i>Suspension and special education students: Navigating the dual system of discipline</i>. [handout] • Kauffman, J. M., & Brigham, F. J. (2000). Zero tolerance and bad judgment in working with students with emotional and behavioral disorders. <i>Behavioral Disorders</i>, 25, 277-279. • Skiba, R. (2002). Special education and school discipline: A precarious balance. <i>Behavioral Disorders</i>, 27, 81-97. • Maag, J. W., & Katsiyannis, A. (2006). Behavioral intervention plans: Legal and practical considerations for students with emotional and behavioral disorders. <i>Behavioral Disorders</i>, 31, 348-362. • Ryan, J. B., Katsiyannis, A., Peterson, R., & Chmelar, R. (2007). IDEA 2004 and disciplining students with disabilities. <i>NASSP Bulletin</i>, 91(2), 130-140. • Gun Free Schools Act of 1994

		<p>Cases:</p> <ul style="list-style-type: none"> • <i>Victoria L. v. Dis. Sch. Bd.</i>, 741 F.2d 369 (11th Cir. 1984). • <i>Honig v. Doe</i>, 484 U.S. 305 (1988). • <i>Light v. Parkway C-2 Sch. Dist.</i>, 41 F.3d 1223 (8th Cir. 1994). • <i>Rodriguez L. v. Waukegan Sch. Dist. No. 60</i>, 90 F.3d 249 (7th Cir. 1996). • <i>A.W. v. Fairfax Cty. Sch. Bd.</i>, 372 F.3d 674 (4th Cir. 2004). • <i>Alex R. v. Forrestville Community Unit Sch. Dist. #221</i>, 375 F.3d 603 (7th Cir. 2004). <p>5th Article Review due</p>
13	No Child Left Behind	<p>Readings:</p> <ul style="list-style-type: none"> • Yell, Chapter 8 • Applicable sections of No Child Left Behind: A Desktop Reference (http://www.ed.gov/admins/lead/account/nclbreference/page.html) • Olson, L. (2004, August 11). Critics float 'No Child' revisions. <i>Education Week</i>, pp. 1, 33. • Perry Zirkel, <i>The NCLB: Implications for Students with Disabilities</i>, 185 EDUC. L. REP. [885] (2004). • Perry Zirkel, <i>Initial Implications of the NCLB for Section 504</i>, 191 EDUC. L. REP. [541] (2004).
14	English Language Learners	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable sections of the OELA's National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) (http://www.ncela.gwu.edu) • Garcia, S. B., & Ortiz, A. A. (1988). <i>Preventing inappropriate referrals of language minority students to special education</i>. Washington, DC: U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs. (http://www.ncela.gwu.edu/pubs/classics/focus/05referral.htm) • McLaughlin, B. (1992). <i>Myths and Misconceptions about second language learning: What every teacher needs to unlearn</i> (Educational Practice Rep.: 5). University of California, Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning. (http://www.ncela.gwu.edu/pubs/ncrcdsll/epr5.htm) • Barrera, I. (1995). To refer or not to refer: Untangling the web of diversity, "deficit," and disability. <i>New York Association for Bilingual Education Journal</i>, 10, pp. 54-66. (http://www.ncela.gwu.edu/pubs/nysabe/vol10/nysabe107.htm) • Zhao, Y. (2002, August 5). Wave of pupils lacking English strains schools. <i>The New York Times</i>, p. A1. • Salend, S. J., & Salinas, A. (2003). Language differences or learning difficulties: The work of the multidisciplinary

		<p>team. <i>Teaching Exceptional Children</i>, 35(4), pp. 36-43.</p> <ul style="list-style-type: none"> • Zhao, Y. (2002, August 5). Wave of pupils lacking English strains schools. <i>The New York Times</i>, p. A1. <p>Cases:</p> <ul style="list-style-type: none"> • <i>Lau v. Nichols</i>, 414 U.S. 563 (1974). • <i>Plyler v. Doe</i>, 457 U.S. 202 (1982). • <i>Teresa P. v. Berkeley Unified Sch. Dist.</i>, 724 F. Supp. 698 (N.D. Cal. 1989).
15	Outstanding issues	
16	STUDENT PRESENTATIONS	Final project due

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

EDLE 7324

SPECIAL EDUCATION LAW

Semester Hours: 3
Semester/Year: Spring 2008
Instructor: Michael Hazelkorn, PhD
Office Location: 112 Education Annex
Office Hours: By appointment
Telephone: 678/839-6164 or 839-6567
E-mail: mhazelko@westga.edu
Fax: 678-839-6162

COURSE DESCRIPTION

This course provides public school administrators and teachers the opportunity to examine the statutory and case law requirements of educating special populations.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (ISLLC) and standards (Learned Society) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. understand the role of the federal government and federal courts in the law and administration of special education (Alexander & Alexander, 2005; LaMorte, 2008; Latham, Latham, & Mandlawitz, 2008; Underwood & Mead, 1994; Yell, 2006) (Knowledgeable, Reflective, Culturally Sensitive; ISLLC 4, 5, 6);
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 (Bartlett, Etscheidt, & Weisenstein, 2007; Imber & van Geel, 2005; LaMorte, 2008; Underwood & Mead, 1994; Yell, 2006) (Knowledgeable, Reflective, Culturally Sensitive; ISLLC 4, 5, 6);
3. develop an understanding of the judicial and appellate process at the federal and state levels and how that relates to special education law (Alexander & Alexander, 2005; LaMorte, 2008; Latham et al., 2008) (Knowledgeable; ISLLC 4, 5, 6);
4. develop the ability to read a court decision and brief it in order to demonstrate an understanding of its implications for special education (Alexander & Alexander, 2005; LaMorte, 2008; Valente & Valente, 2005) (Knowledgeable; ISLLC 4, 5, 6);
5. acquire an understanding of legal terminology and procedure as it relates to special education law (Imber & van Geel, 2005; LaMorte, 2008; Latham et al., 2008; Valente & Valente, 2005) (Knowledgeable; ISLLC 4, 5, 6); and
6. acquire an understanding of the use of technology as a means of compliance with the mandates of the IDEA and Section 504 of the Rehabilitation Act of 1973 in the delivery of educational services to students with disabilities (Yell, 2006) (Knowledgeable; ISLLC 4, 5, 6).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Recommended Text:

Yell, M. L. (2006). *The Law and Special Education* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

References:

Alexander, K., & Alexander, M. D. (2005). *American public school law* (6th ed.). Belmont, CA: Thomson/West.

- Bartlett, L. D., Etscheidt, S., & Weisenstein, G. R. (2007). *Special education law and practice in public schools* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Imber, M., & van Geel, T. (2005). *Education law* (3rd ed.). Mahwah, NJ: McGraw-Hill.
- LaMorte, M. (2008). *School law: Cases and concepts* (8th ed.). Boston: Allyn & Bacon.
- Latham, P. S., Latham, P. H., & Mandlawitz, M. R. (2008). *Special education law*. Boston: Pearson/Allyn & Bacon.
- Underwood, J., & Mead, J. (1994). *Legal aspects of special education and pupil services*. Boston: Allyn & Bacon.
- Valente, W. D., & Valente, C. M. (2005). *Law in the schools* (6th ed.). Upper Saddle River, NJ: Merrill.
- Yell, M. L. (2006). *The Law and Special Education* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Periodicals - Because of the rapidly changing nature of special education law, periodicals are suggested sources of reference for supplemental reading and research. These include:

- American Law Reports
- GLRS Journal
- Journal of Law and Education
- Lexis Data Base
- Special Educator
- United States Law Weekly
- West's Education Law Reporter

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

Link to Conceptual Framework: The assignments are designed to make the students more *knowledgeable* about the law of special education and to link it to practice. Students will *reflect* upon the law and make decisions based on what they have learned. Students will become more *culturally sensitive* about the impact of the law upon students with disabilities and students of color. The three descriptors are reflected in **all the assignments and activities**.

Activities and Assessments:

1. **Class Participation:** Read textbook and outside reading assignments (which are subject to change) and be prepared to discuss all materials every class. Participate actively in all class activities. Your class participation grade will be based on 3 considerations: attendance, active contributions to class activities, and obvious preparation for class (which may be demonstrated through unannounced quizzes).
(Objectives 1-6; instructor observation, presentation, quizzes)
2. **Article Reviews:** Complete five (5) article reviews related to recent legal issues in special education. Articles should be recent (past 1-4 years) and assignments should not exceed three pages per assignment.*
(Objective 4; written product; rubric)

3. Annotated Bibliography: With a learning partner or partners, create an annotated bibliography of articles, statutes, cases, and administrative decisions related to a special education topic (minimum 5 sources).*
(Objectives 1-6; written product and presentation)
4. Select an appropriate topic of relevant interest (approved by the instructor) for the preparation of a research project and paper. Complete a 12-15 page research paper detailing the project and prepare a poster presentation to present to class of the same.*
(Objectives 1-6; written product and presentation; rubric)

** Specific directions will be provided for each of these requirements.*

Evaluation Procedures:

Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout materials and/or discussion. **Late assignments will have 5 points deducted for each calendar day late.**

Points allocated to assignments are as follows:

1. Class Participation	- 50 points (12.5% of class grade)
2. Article Reviews	- 100 (25% of class grade)
3. Annotated Bibliography	- 50 (12.5% of class grade)
4. Paper and Presentation	- 200 (50% of class grade)
Total	- 400

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

Assessment of the student's work by the instructor is an integral part of the learning process of this course. The criteria for the assignment of a grade for the research paper are as follows:

- A...Papers at this level would be characterized by a clear, thorough, well-organized paper reflecting a depth of substantial understanding of the topic. In addition, the author would have integrated outside research material and required text material, cited relevant and current authority to support the thesis (with complete reference list), and demonstrated unusual levels of insight and analysis into the issues defined by the question or demonstrated unusual originality in discussing the question. The conclusions in the paper would be without factual or interpretative errors. Papers would be without (or with very few) errors of spelling, grammar, style, and citation.
- B...Papers at this level would be characterized by a better than average understanding of the topic. The author would not have shown the levels of outside reading or integration evident or the insight or originality evident in the best papers. The papers at this level are also

without factual errors and are without numerous errors of spelling, grammar, style, and citation.

C...Papers at this level would be characterized by a minimum competence and understanding of the material. The author would have shadowed the work of material presented in texts and articles, but did not extend beyond them in interpretation and originality. Papers at this level may contain substantive errors and stylistic flaws.

F...Papers at this level would be characterized by a flawed understanding of the issues and research. Papers at this level may also violate fundamental standards of academic conduct, such as plagiarism, submission of another's work as one's own, or submitting substantially the same work as has been submitted in another course without the permission of the instructor.

Grading policy:

A = 360-400 points (90%+); B = 320-359 points (80 - 89%); C = 280-319 points (70 - 79%); F = below 70% or academic dishonesty.

CLASS POLICIES

1. Each student is expected to come prepared to class by having materials, handouts and/or packet available and having done previous readings and assignments. Each student is to come to class prepared. This includes having the text available and having done the assigned readings and projects.
2. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be typed, double spaced, using Times, Times New Roman, or Arial font (size 12). All work (done both inside and outside of class) must be reasonably legible.
3. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. Some assignments will need to be submitted electronically. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
4. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class.
5. Students are expected to be prompt. It demonstrates respect for the instructor and classmates and facilitates classroom learning. Two tardies equals one absence. Please notify instructor of any absence in advance, whenever possible. If you will consistently be unable to attend for the full class time or expect to miss 2 or more classes, it is recommended that you drop the class and take it during a semester with fewer conflicts. Under usual circumstances, no make-up activities will be allowed in lieu of class

attendance. Exceptions/accommodations may be made for absences due to meeting contractual work requirements, disability, or serious illness. Missing more than two classes will result in a one letter grade reduction.

6. Students who miss class (or any portion of class) are responsible for the content. While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught/ reviewed unless judged appropriate for the group as a whole.
7. Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help them complete assignments. Resources should be referenced on materials submitted to the instructor. (Also see College of Education Academic Honesty Statement and Honor Code statement below.)
8. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space. that may pertain to your program of study.
<http://coe.westga.edu/sedslp/>

CLASS SCHEDULE

Week #1	Introduction
Week #2	Introduction to Legal Research
Week #3	The IDEA, Section 504, and the ADA
Week #4	Zero reject
Week #5	Testing, Classification, and Placement
Week #6	Free Appropriate Education
Week #7	Least Restrictive Environment
Week #8	Procedural Safeguards
Week #9	Damages, Reimbursement, and Compensatory Education
Week #10	Shared Decision Making
Week #11	Related Services
Week #12	Discipline

- Week #13 No Child Left Behind
- Week #14 English Language Learners
- Week #15 Outstanding issues
- Week #16 Student Presentations

Date	Topic	Readings and Assignments
Jan. 9	Introduction	Readings: <ul style="list-style-type: none"> • Yell, Chapter 1.
Jan 16 (EC 205)	Introduction to Legal Research	Readings: <ul style="list-style-type: none"> • Yell, Chapters 2-3.
Jan. 23	The IDEA, Section 504, and the ADA	Readings: <ul style="list-style-type: none"> • Yell, Chapters 4-7. • Zirkel, P. (2000). A two-headed monster. <i>Phi Delta Kappan</i>, 81(5), 410-411. • Weber, M. (2006). Reflections on the new Individuals with Disabilities Education Improvement Act. <i>Florida Law Review</i>, 58, 7. • Yell, M. L., Shriner, J. G., & Katsiyannis, A. (2006). Individuals with Disabilities Education Improvement Act of 2004 and IDEA regulations of 2006: Implications for educators, administrators, and teacher trainers. <i>Focus on Exceptional Children</i>, 39(1). • Blau, A. (2007). The IDEIA and the right to an "appropriate" education, <i>BYU Educ. & L. J.</i>, 1. Cases: <ul style="list-style-type: none"> • <i>Mills v. Bd. of Educ. of Columbia</i>, 348 F. Supp. 866 (D.D.C. 1972). • <i>Southeastern Community College v. Davis</i>, 442 U.S. 397 (1979). • <i>Grube v. Bethlehem Area Sch. Dist.</i> 550 F. Supp. 418 (E.D. Penn. 1982). • <i>Sch. Bd. of Nassau County v. Arline</i>, 480 U.S. 273 (1987). • <i>Rothschild v. Grottenthaler</i>, 907 F.2d 286 (2nd Cir. 1990). • <i>Davis v. Francis Howell Sch. Dist.</i> 138 F.3d 754 (8th Cir 1998).
Jan. 30	Zero Reject	Cases: <ul style="list-style-type: none"> • <i>Pennsylvania Ass'n for Retarded Citizens (PARC) v. Pennsylvania</i>, 334 F. Supp. 1257 (E.D. Pa 1971). • <i>Green v. Johnson</i>, 513 F. Supp. 965 (D. Mass. 1981). • <i>Doe v. Belleville Public Schools Dist. No. 118</i>, 672 F. Supp. 342 (S.D. Ill. 1987). • <i>Timothy W. v. Rochester Sch. Dist.</i>, 875 F.2d 954 (1st Cir. 1989). • <i>Handberry v. Thompson</i>, 92 F. Supp. 2d 244 (S.D.N.Y. 2000). <p>1st Article Review due</p>
Feb. 6	Testing, Classification, and Placement	Readings: <ul style="list-style-type: none"> • Yell, Chapter 10 • Garda, R. A., & Stafford, R. (2006). Who is eligible under the Individuals with Disabilities Education

		<p>Improvement Act? <i>Journal of Law and Education</i>, 35, 291.</p> <ul style="list-style-type: none"> Hensel, W. F. (2007). Sharing the short bus: Eligibility and identity under the IDEA. <i>Hastings Law Journal</i>, 58, 1147. <p>Cases:</p> <ul style="list-style-type: none"> <i>PASE v. Hannon</i>, 506 F. Supp. 831 (N.D. Ill. 1980). <i>Larry P. v. Riles</i>, 793 F.2d 969 (9th Cir. 1984). <i>Georgia State Conferences of Branches of NAACP v. Georgia</i>, 775 F.2d 1403 (11th Cir. 1985). <i>Doe v. Bd. of Educ. of Connecticut</i>, 753 F. Supp. 65 (D. Conn. 1990). <i>Wenger v. Canastota Sch. Dist.</i>, 961 F. Supp. 416 (N.D.N.Y. 1997).
Feb. 13	Free Appropriate Education	<p>Readings:</p> <ul style="list-style-type: none"> Yell, Chapters 9 & 11 Huefner, D. S. (1991). Judicial review of the special education program requirements under the Education for All Handicapped Children Act: Where have we been and where should we be going? <i>Harvard Journal of Law and Public Policy</i>, 14, 483-516. Osborne, A. G., (1992). Legal standards for an appropriate education in the post-Rowley era. <i>Exceptional Children</i>, 58, 488-494. <p>Cases:</p> <ul style="list-style-type: none"> <i>Bd. of Educ. of the Hendrick Hudson Central Sch. Dist. v. Rowley</i>, 458 U.S. 176 (1982). <i>Irving Indep. Sch. Dist. v. Tatro</i>, 703 F.2d 823 (5th Cir. 1983). <i>Georgia Assoc. of Retarded Citizens v. McDaniel</i>, 716 F. 2d 1565 (11th Cir. 1983). <i>Burlington Sch. Committee v. Massachusetts Dep't of Educ.</i>, 471 U.S. 359 (1985). <i>Alamo Heights Indep. Sch. Dist. v. State Bd. of Educ.</i>, 790 F.2d 1153 (5th Cir. 1986). <i>Polk v. Central Sasquehanna Intermediate Unit 16</i>, 853 F.2d 171 (3rd Cir. 1988). <i>Johnson v. Indep. Sch. Dist. No. 4</i>, 921 F.2d 1022 (10th Cir. 1990). <i>Cedar Rapids Community. Sch. Dist. v. Garret F.</i>, 106 F.3d 822 (8th Cir. 1997). <i>Cypress-Fairbanks Indep. Sch. Dist. v. Michael F.</i>, 118 F.3d 245 (5th Cir. 1997). <i>M.L. v. Federal Way Sch. Dist.</i>, 387 F.3d 1101 (9th Cir. 2004). <p>2nd Article Review due</p>
Feb. 20	Least Restrictive Environment	<p>Readings:</p> <ul style="list-style-type: none"> Yell, Chapter 12 Zirkel, P. (1996). Inclusion: Return of the Pendulum? <i>The Special Educator</i>, 12(9), p. 5. Yell, M. L., & Katsiyannis, A. (2004). Placing students with disabilities in inclusive settings: Legal guidelines and preferred practices. <i>Preventing School Failure</i>,

		<p>49(1), 28-35.</p> <ul style="list-style-type: none"> Gordon, S. (2006). Making sense of the inclusion debate under IDEA. <i>BYU Educ. & L. J.</i>, 189. <p>Cases:</p> <ul style="list-style-type: none"> <i>Roncker v. Walter</i>, 700 F.2d 1058 (6th Cir. 1983). <i>A.W. v. Northwest R-1 Sch. Dist.</i>, 813 F.2d 158 (8th Cir. 1987). <i>Lachman v. Illinois State Bd. of Educ.</i>, 852 F.2d 290 (7th Cir. 1988). <i>Daniel R.R. v. State Bd. of Educ.</i>, 874 F.2d 1036 (5th Cir. 1989). <i>Barnett v. Fairfax County Sch. Bd.</i>, 721 F. Supp. 757 (E.D. Va. 1989). <i>Greer v. Rome City Sch. Dist.</i>, 950 F.2d 688 (11th Cir. 1991). <i>Oberti v. Bd. of Educ. of the Borough of Clementon Sch. Dist.</i>, 995 F.2d 1204 (3rd Cir. 1993). <i>Sacramento City Unified Sch. Dist. v. Rachel H.</i>, 14 F.3d 1398 (9th Cir. 1994). <i>Clyde K. v. Puyallup Sch. Dist.</i>, 35 F.3d 1396 (9th Cir. 1994). <i>Murray v. Montrose County Sch. Dist. RE-IJ</i>, 51 F.3d 921 (10th Cir. 1995).
Feb. 27	Procedural Safeguards	<p>Readings:</p> <ul style="list-style-type: none"> Yell, Chapter 13 Katsiyannis, A., & Herbst, M. (2004). Minimize litigation in special education. <i>Intervention in School and Clinic</i>, 40, 106-110. <p>Cases:</p> <ul style="list-style-type: none"> <i>Goss v. Lopez</i>, 419 U.S. 565 (1975). <i>Hall v. Vance Cty. Bd. of Educ.</i>, 774 F.2d 629 (4th Cir. 1985). <i>Max M. v. Ill. St. Bd. of Educ.</i>, 629 F. Supp 1504 (N.D. Ill. 1986). <i>Spielberg v. Henrico Cty. Public Schools</i>, 853 F.2d 256 (4th Cir. 1988). <i>Deal v. Hamilton Cty. Bd. of Educ.</i>, 392 F.3d 840 (6th Cir. 2004). <p>3rd Article Review due</p>
Mar. 5	Damages, Reimbursement, and Compensatory Education	<p>Readings:</p> <ul style="list-style-type: none"> Daggett, L. M. (2004). Special education attorney's Fees: of Buckhannon, the IDEA reauthorization bills, and the IDEA as civil rights statute. <i>UC Davis Journal of Juvenile Law & Policy</i>, 8, 1. <p>Cases:</p> <ul style="list-style-type: none"> <i>Burlington</i> <i>Florence County Sch. Dist. Four v. Carter</i>, 510 U.S. 7 (1993). <i>Jefferson County Bd. of Educ. v. Breen</i>, 853 F.2d 853 (11th Cir. 1988). <i>Ms. M. v. Portland Sch. Committee.</i>, 360 F.3d 267 (1st Cir. 2004). <i>Greenland Sch. Dist. v. Amy N.</i>, 358 F.3d 150 (1st Cir.

		<p>2004).</p> <ul style="list-style-type: none"> • <i>Reid v. District of Columbia</i>, 401 F.3d 516 (D.C. Cir. 2005). • <i>Ortega v. Bibb Cty. Sch. Dist.</i>, 397 F.3d 1321 (11th Cir. 2005). <p>Annotated Bibliography due</p>
Mar. 12	Shared Decision Making	<p>Readings:</p> <ul style="list-style-type: none"> • Zirkel, P. A. (1992). Offensive parents. <i>Phi Delta Kappan</i>, 73, pp. 572-574. • Zirkel, P. A. (2002). Impossible parents? <i>Phi Delta Kappan</i>, 84, pp. 335-336. <p>Cases:</p> <ul style="list-style-type: none"> • <i>Doe v. Anrig</i>, 561 F. Supp. 121 (D. Mass. 1983). • <i>W.G. v. Target Range Sch. Dist. No. 23</i>, 960 F.2d 1479 (9th Cir. 1992). <p>4th Article Review due Outline of final project due</p>
Mar. 17-21	SPRING BREAK	
Mar. 26	Related Services	<p>Cases:</p> <ul style="list-style-type: none"> • <i>Tatro</i> • <i>Cohen v. Sch. Bd.</i>, 450 So.2d 1238 (Fla. 1984). • <i>Hurry v. Jones</i>, 734 F.2d 879 (1st Cir. 1984). • <i>Clomon v. Sch. Bd.</i>, 490 So.2d 691 (La. Ct. App. 1986). • <i>Max. M. v. Illinois State Bd. of Educ.</i>, 629 F. Supp. 1504 (N.D. Ill. 1986). • <i>Detsel v. Bd. of Educ. of the Auburn Enlarged City Sch. Dist.</i>, 820 F.2d 587 (2nd Cir. 1987). • <i>Babb v. Knox County Sch. System</i>, 965 F.2d 104 (6th Cir. 1992). • <i>Neely v. Rutherford County Sch.</i>, 68 F.3d 965 (6th Cir. 1995). • <i>Garret F.</i>
Apr. 2	Discipline	<p>Readings:</p> <ul style="list-style-type: none"> • Yell, Chapter 14 • Evans, C. (1998, March). <i>Suspension and special education students: Navigating the dual system of discipline</i>. [handout] • Kauffman, J. M., & Brigham, F. J. (2000). Zero tolerance and bad judgment in working with students with emotional and behavioral disorders. <i>Behavioral Disorders</i>, 25, 277-279. • Skiba, R. (2002). Special education and school discipline: A precarious balance. <i>Behavioral Disorders</i>, 27, 81-97. • Maag, J. W., & Katsiyannis, A. (2006). Behavioral intervention plans: Legal and practical considerations for students with emotional and behavioral disorders. <i>Behavioral Disorders</i>, 31, 348-362. • Ryan, J. B., Katsiyannis, A., Peterson, R., & Chmelar, R. (2007). IDEA 2004 and disciplining students with disabilities. <i>NASSP Bulletin</i>, 91(2), 130-140. • Gun Free Schools Act of 1994

		<p>Cases:</p> <ul style="list-style-type: none"> • <i>Victoria L. v. Dis. Sch. Bd.</i>, 741 F.2d 369 (11th Cir. 1984). • <i>Honig v. Doe</i>, 484 U.S. 305 (1988). • <i>Light v. Parkway C-2 Sch. Dist.</i>, 41 F.3d 1223 (8th Cir. 1994). • <i>Rodriecus L. v. Waukegan Sch. Dist. No. 60</i>, 90 F.3d 249 (7th Cir. 1996). • <i>A.W. v. Fairfax Cty. Sch. Bd.</i>, 372 F.3d 674 (4th Cir. 2004). • <i>Alex R. v. Forrestville Community Unit Sch. Dist. #221</i>, 375 F.3d 603 (7th Cir. 2004). <p>5th Article Review due</p>
Apr. 9	No Child Left Behind	<p>Readings:</p> <ul style="list-style-type: none"> • Yell, Chapter 8 • Applicable sections of No Child Left Behind: A Desktop Reference (http://www.ed.gov/admins/lead/account/nclbreference/page.html) • Olson, L. (2004, August 11). Critics float 'No Child' revisions. <i>Education Week</i>, pp. 1, 33. • Perry Zirkel, <i>The NCLB: Implications for Students with Disabilities</i>, 185 EDUC. L. REP. [885] (2004). • Perry Zirkel, <i>Initial Implications of the NCLB for Section 504</i>, 191 EDUC. L. REP. [541] (2004).
Apr. 16	English Language Learners	<p>Readings:</p> <ul style="list-style-type: none"> • Applicable sections of the OELA's National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) (http://www.ncela.gwu.edu) • Garcia, S. B., & Ortiz, A. A. (1988). <i>Preventing inappropriate referrals of language minority students to special education</i>. Washington, DC: U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs. (http://www.ncela.gwu.edu/pubs/classics/focus/05referrals.htm) • McLaughlin, B. (1992). <i>Myths and Misconceptions about second language learning: What every teacher needs to unlearn</i> (Educational Practice Rep.: 5). University of California, Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning. (http://www.ncela.gwu.edu/pubs/ncrcds/l/epr5.htm) • Barrera, I. (1995). To refer or not to refer: Untangling the web of diversity, "deficit," and disability. <i>New York Association for Bilingual Education Journal</i>, 10, pp. 54-66. (http://www.ncela.gwu.edu/pubs/nysabc/vol10/nysabc107.htm) • Zhao, Y. (2002, August 5). Wave of pupils lacking English strains schools. <i>The New York Times</i>, p. A1. • Salend, S. J., & Salinas, A. (2003). Language differences or learning difficulties: The work of the multidisciplinary