UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE 632: Special Education Law: Principles and Practices
Summer 2013

Credits: 3.0
Day & Time: M-R 5:30-7:30 PM (7/8-8/8)
M-R Asynchronous Online (8/12-8/15)
Location: Gruening 718
E-mail: pppatterson@alaska.edu
Prerequisites: Completion of a special education overview course (e.g., EDSE 482)
Telephone Conference Number: 1-800-893-8850
Telephone Conference PIN Number: 2552242
Instructor Cell Phone: (661) 478-4947

Instructor: Philip P. Patterson, Ph.D
Office: Gruening Building 713B
Phone: (907) 474-6133
Office Hours: Mondays & Thursdays 2-5, other times by appointment

Required Readings

Texts:
Murdick, N. L., Gartin, B. C., & Crabtree, T. (2007). Special Education Law (2nd ed.). Upper Saddle River, JN: Pearson Merrill/Prentice Hall. This textbook was selected because of its currency, efficient writing style, and focus towards the special educator.

Bateman & Hurr, Writing Measurable IEP Goals and Objectives. Attainment Co. Inc. This is one of the few books on the market, which specifically addresses IEP development from the professionals’ perspective (vs. parent).

Additional website, supplemental text/journal readings, and documents will be assigned by the instructor dependent upon weekly discussions. These will be posted to Blackboard.

Course Materials: Aside from the course textbooks, students must have computer and Internet access. They must also possess basic computer skills in order to access research articles and to complete online tutorials. Finally, a UAF email address and access to Blackboard are required. When assigned, students are strongly encouraged to send projects and reports electronically to the instructor as Word documents.

I. COURSE DESCRIPTION
This course examines litigation and legislation related to three federal laws that form the foundation for disability law: Individuals with Disabilities Education Act (IDEA) 2004; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. The course will also focus on substantive principles that underlie procedural requirements including due process issues, case law analysis, policy changes, and the creation of a legally defensible Individual Educational Program (IEP).

Alignment With School of Education Mission
The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska’s rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:
- Increase the number of qualified educators for Alaska’s schools
- Enhance the professional skills of Alaska’s K-12 educators
• Develop and support ongoing systemic educational collaborations with Alaska schools and communities
• Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education’s mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska’s students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

Council for Exceptional Children (CEC) Standards
This course is also aligned with the CEC Special Education standards for general curriculum. It should be understood that the students taking this course are not exclusively training to be special educators, but may be training to become general education teachers in inclusive settings. The CEC Standards of most relevance to this course include the following:

• Standard 1 Foundations
• Standard 2 Development and Characteristics of Learners
• Standard 3 Individual Learning differences
• Standard 4 Instructional Strategies
• Standard 5 Learning Environments and Social Interactions
• Standard 7 Instructional Planning
• Standard 8 Assessment
• Standard 9 Professional and Ethical Practice
• Standard 10 Collaboration

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

During this course, candidates will demonstrate mastery of the following:

1. Review of Laws
   Goal: Review the laws that form the foundation of disability law.
   Outcomes:
   1.1 Identify significant litigation that has led to legislation pertinent to those with disabilities.
   1.2 Identify components of Section 504 of the Rehabilitation Act of 1973 that impact educational practices.
   1.3 Identify components of the Americans with Disabilities Act that impact education practices.
   1.4 Identify components of the IDEA that impact educational practices.
   1.5 Consider disability laws in the context of social justice.

2. Principles of IDEA
   Goal: Discuss core principles of the IDEA.
   Outcomes:
   Identify and describe the following:
   2.1 Zero reject
   2.2 Non-discriminatory evaluation
   2.3 Free Appropriate Public Education
   2.4 Least Restrictive Environment
   2.5 Procedural due process
   2.6 Family and student participation

3. IEP Process
   Goal: Describe the IEP process as it is related to Part B of the IDEA.
   Outcomes:
   3.1 Write a legally defensible IEP.
   3.2 Identify and describe strategies for effective IEP meetings.

4. Special Issues
Goal: Discuss special issues that relate to IDEA requirements.
Outcomes:
1.1 Identify and discuss appropriate practices for addressing disciplinary issues with IEPs.
1.2 Identify and discuss issues and procedures for serving students in private (NPS) settings
1.3 Identify and develop communication practices to parents describing the independent evaluation process.
5. Due Process
Goal: Provide information about due process.
Outcomes:
 a. Identify exemplary educational practices that decrease the odds of due process involvement.
 b. Develop effective communication with parents using role-play scenarios.
 c. Identify and discuss strategies to address procedures inherent in the due process hearing.
6. Review Litigation and Case Law
Goal: Review significant special education legal cases.
Outcomes:
 a. Analyze case law summaries from multiple perspectives.
 b. Analyze the impact of major court cases on special education service provision.
 c. Reflect on personal educational practices in consideration of litigation and case law discussions.

Technology Focus
This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act, the Americans with Disabilities Act as Amended, and the Rehabilitation Act of 1973. Many documents related to these laws are accessible online. Using technology will also act as a means of accessing resources to collaborate and support parents and colleagues. Finally, technology and Internet access will serve as research tools for developing individual university class presentations.

III. INSTRUCTIONAL METHODS
This course will be taught using a variety of teaching methods including audio conferences, interactive lectures, small group collaborative projects, guest speakers, internet research, reading assignments, case studies, and student presentations, along with active student participation.

Distance learners can access and participate in the course via telephone conference and Elluminate Live. Since Elluminate Live allows for PowerPoint projection and small video representations, it is the preferred platform. Below are some considerations when using Elluminate Live:

Elluminate Live Protocols:
Elluminate Live (E-Live) sessions will be available for distance learners and encouraged of warm-body students. Please follow these E-Live directions to be ready
• Please login (on Blackboard) 5-10 minutes early so we can start on time
• Please arrive with working speakers and microphone (headset preferred)
• Before class begins, please check your audio and microphone settings by going through E-Live’s audio setup wizard (I will show you how to do this in class)
• If possible, please avoid joining class via a wireless connection
• During class, the chat is to be used for class-related conversation only. Before and after class, you may use it for informal conversation with your classmates
• Please use the “raise hand” tool to let me know if you have something to contribute to the class discussion
• If the audio quality of a particular student is poor (too loud, too soft, too much background noise, etc.), please type that feedback into the direct messaging field so that we can correct the problem
If you get bumped out of e-Live, try immediately to log back on; if the E-Live system goes down as a whole, please check your email and the announcements page in our Blackboard course for updates and instructions.

Problems
If you have problems during the e-Live session, you can always call the UAF Help Desk at 907-450-8300. Please note – If e-Live is not up or goes down during a class session a phone-in alternative is available. This will be a conference call. You call (800) 893-8850 and type in your participant PIN, which is 1888947.

IV. COURSE POLICIES

Attendance and Class Participation
Students are expected to participate on time via audio conferences or in-person for classes offered 7/8-8/8, participate in discussions, readings, and reflections as requested. Students are also expected to participate in the asynchronous portion of the class during the period of 8/12-8/15. Since many candidates are working teachers it would be natural to expect some instances of being late for the live classes due to school expectations (e.g., open house, parent conferences, etc.). Such candidates need to make arrangements with the instructor ahead of these events. In cases of absences or tardiness, the student is responsible for getting the information missed. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted with Prior Written Notice for a legitimate and excused absence, however: only partial credit will be earned. Responding to instructor communications in Blackboard and via email is mandatory. Students enrolled in the class as warm-body students may, on occasion, participate as distance learners (e.g. away from the campus) with prior instructor approval.

Readings
Assigned readings for each class are listed in the class outline. Some readings will be posted to Blackboard on a weekly basis. It is expected the material has been read prior to the start of class.

Assignments
Due the day indicated on the syllabus (tentative course calendar). Late assignments, which will be docked points, will only be accepted with prior instructor approval.

Adaptations and Accommodations
If you need adaptations or accommodations, if you have emergency medical information to share, or if you need special arrangements, please notify the course instructor as soon as possible. Note the information below on Disability Services.

Plagiarism
Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person’s work and using them as one’s own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student’s dismissal from the teacher education program. Assignments need to be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations need to be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Emotional Intelligence
Particularly at the graduate-level (i.e., 600 level courses), it is anticipated that candidates will initiate seeking clarification if information or assignments are unclear. Candidates can contact the instructor during or after class, via email, by office telephone, through appointments, or by the instructor’s cell phone.

Professional and Ethical Behavior
UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one’s teaching license. They could also negatively impact a candidate’s ability to earn such a license. During class discussions and on written assignments, it is expected that candidates will
maintain confidentiality regarding specific schools, school districts, and students, which they may reflect upon.

**Student Code of Conduct and Expect Classroom Etiquette**

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 49 of the 2010-2011 UAF catalog or go to [http://www.uaf.edu/catalog/current/academics/reg3.html](http://www.uaf.edu/catalog/current/academics/reg3.html) for further details.

**In-Class Conduct**

It is unfortunate that this must be mentioned, but past experience makes it necessary. Chit-chatting in class will not be tolerated. If you feel you must carry on a conversation in class at inappropriate times (e.g., during lectures, cooperative activities, presentations, etc.), please leave class to do so. Students who continue with such behavior (more than 2 warnings) risk receiving sub-standard grades (e.g., “F”) for the course.

**Cell Phones and In-Class Computer Use**

Please place your cell phones on vibrate. If you need to respond to a telephone call, please do so out of earshot of the class. Students are encouraged to bring their laptop computers to class to use for class research, taking notes and for interacting with distance learners. Please be sure that all classroom computer use is restricted to classroom assignments only. Do not text, play computer games or web browse during class time.

**Respect**

Group discussions and electronic communication are an integral part of this course. Often, discussions can be contentious, or serious, or entertaining, or boisterous. In the fever of the moment, it's possible to get carried away and forget each other's feelings. Electronic communications can also be problematic. Some communications can appear blunt if not downright rude. An underlying respect for one another helps make classroom and web experiences good ones. Remember to give the person who is speaking your undivided attention and don't over-talk or interrupt to make your points. In other words, please don't talk when a fellow student "has the floor," or for that matter, when the instructor has the floor. This is especially important for those participating in the class via telephone or via eLive. It's not only common courtesy, but also talking and whispering can distract, annoy, and even intimidate students around you.

Another annoyance can be when students veer off topic or “bird-walk” when communicating with the group. It is extremely difficult for distance learners to follow conversations especially when speakers attempt to address multiple topics or switch topics. Please keep your conversations focused or minimally provide transition statements between topics. Along those same lines, consider your fellow students when asking the instructor questions. You may have questions that are of a personal nature or that pertain to a personal interest. If your colleagues can’t benefit from such questions, the questions might be better presented to the instructor after class.

Essentially, in this class you should treat fellow students as you would like, and expect, to be treated yourself. For live and electronic communications, remember to use social pleasantries (e.g., Greetings, This is..., Dear..., Sincerely, please, etc.). Review your written communications before sending them.

**Academic Support Services**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: [http://www.uaf.edu/sssp/](http://www.uaf.edu/sssp/)

**Instructor’s Assumptions**

1. Candidates know how to use Blackboard and connect to Elluminate Live (E-Live).
2. Candidates know to ask questions in class, via email, via telephone or via office appointments for information and clarification.
3. Candidates are capable of learning from models (e.g, demonstrations, written products, etc.).
4. Candidates know that PowerPoint presentations do not represent the complete content of classes nor are they intended to be comprehensive notes.
5. Candidates know the importance of note taking and are capable of taking accurate notes.
6. Candidates possess innate curiosity about educational processes and want to learn about a variety of
policies, procedures, and practices related to special education.

7. Candidates know that it is their responsibility to retrieve assignments if absent and know how to monitor their assignment grades on Blackboard.

8. Candidates know how to track important due dates for assignments and quizzes.

**Disabilities Services**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF’s Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UA F faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-5655, fydso@uaf.edu, or visit http://www.uaf.edu/chc/disability/index.html on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act As Amended mandates disability support services.

**V. COURSE ASSIGNMENTS:**

1. **Online Transition Tutorial (15 points).** Go to: http://transitioncoalition.org/transition/ and do the tutorial entitled *Best Practices in Planning Transition.* You will need to sign into this web site. After completing the tutorial, go to the Certificate tab and save the summary sheet, which contains your pre- and post-test scores as well as your portfolio responses. Send the summary sheet to the instructor an email attachment. You need to receive at least 70% on the post-test and have acceptable responses in your portfolio to receive credit. Note the due date on the tentative schedule.

2. **Online Behavior Tutorial (15 points).** Go to: http://www.calstat.org/classroom/index.html and complete the tutorial entitled *Classroom Management.* Follow the directions. There are 4 sections to this tutorial. You will need to send the results of the post-tests to the instructor to received credit. You must get at least 70% on each of the post-tests to receive credit. Not the due date on the tentative schedule.

3. **Discussion Board: (20 points x 4 = 80 points)**

The purpose of the discussion board is to continue discussions and to provide a forum for students to be more interactive on topics relevant to special education policies and procedures. Discussion questions posed by the instructor will be reflective in nature (requiring candidates to share their personal experiences and impressions), research related (requiring candidates to share information supporting their views and to site their sources) or a combination of both. The discussion board prompts will indicated when citations are required. Candidates are expected to use in-text and collected references following the latest APA style. Candidates’ postings should be a minimum of 400 words in length. Note the rubric below:

<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entry was a minimum of 400 words in length</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The entry contained appropriate writing mechanics (e.g., grammar, spelling, punctuation)</td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>The entry appropriately focused on the discussion board topic and/or question. The flow of information and opinions was systematic and logical (e.g., thesis statement, topic sentences, final summary statement)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The entry was adequately substantiated with personal experiences and/or cited research.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Topic Research (80 points)**

Students will be assigned a major IDEA compliance topic for research. Topics may include: Nondiscriminatory
evaluations, program development, due process, and parental participation, among others. Students are required to conduct independent research regarding their assigned topic. Students will write a minimum 5-page (not including a cover page or references) double-spaced synopsis of their topic. Graduate level writing is expected, which complies with APA standards. The synopsis will address the following major points: 1. Provide a brief summary/definition of the topic, 2. Identify and summarize litigation/case law history/milestones related to the issue, 3. Identify and discuss IDEA requirements pertinent to the issue, 4. Compose a school-based example (i.e. case study) illustrating how the topic applies at the school level: this can be a fictitious scenario, 5. Write a brief summary and conclusion, and 6. Provide a minimum of 6 quality references using the current APA citation style. Finally, students will be required to make a 10-15 minute oral presentation of their research findings during one of the class meetings. A brief PowerPoint presentation (7-10 slides) is required to accompany the oral presentation.

Grading Rubric: 20% grammar, spelling, mechanics, neatness
60% clarity/conciseness/accuracy of research
10% oral presentation
10% PowerPoint

5. IEP Development (100 points)
   A. Case Study I: Students will develop parts of an IEP draft based on an instructor provided case study (elementary age student). Students will use an IEP template that is based on the IEP form used by the Fairbanks Northstar Borough School District (instructor will provide). Students will develop well-stated present levels of functioning as well as measurable goals (minimally 2) and short-term objectives (minimally 6) that contain the following variables: condition, behavior, criterion, and mastery.
   B. Case Study II: Students will develop parts of an IEP draft based on an instructor provided case study (secondary age student). Students will use an IEP template that is based on the IEP form used by the Fairbanks Northstar Borough School District (instructor will provide). Students will develop well-stated present levels of functioning as well as a transition plan for the case study student. Additionally students will identify measurable goals (minimally 2) and short-term objectives (minimally 6) that contain the following variables: condition, behavior, criterion, and mastery.

6. Attendance and class participation: 20 x 2 points = 40 points. Candidates are not only expected to be present (in –person or electronically) but must participate (e.g., ask questions, answer questions, make insightful comments) to earn full credit.

7. Tests: 2 x 50 = 100 There will be two tests: a midterm and a final test. The tests will be comprised of objective and short answer items based on course readings and lecture content.

Note: There is no fieldwork component to this course.

Evaluation is based on a percentage of the total class points listed using the following grading system.
Grading Scale & Assignment Values:
Online Transition Tutorial 15 points
Online Behavior Management 15 points
Discussion Board Postings (4x20) 80 points
Topic Research 80 points
IEP and Rationale Paper 100 points
Class Meetings 40 points
Midterm Test 50 points
Final Test 50 points
Total 430 points

GRADING SYSTEM: The grading system is on a percentage scale.
A 90 - 100%
B 80 - 89%
VI. TENTATIVE COURSE CALENDAR
The tentative schedule for class topics is outlined in the following table. The instructor reserves the right to alter the class schedule or assignment schedule based upon student needs and time constraints. Additional online and print readings may be assigned throughout the course.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 7/9</td>
<td>Syllabus Review. Historical overview of disabilities and special education services. Introduction to IEPs</td>
<td>Read Murdock: Chapters 1 - Historical overview of special education. Topic research assignment: in-class</td>
<td>-Discussion board response #1 due.</td>
</tr>
<tr>
<td>#4 7/11</td>
<td>Special Education legal concepts. Due process and litigation for students receiving special education.</td>
<td>Read Murdock: Chapter 3 - Free appropriate public education (FAPE) and related concepts.</td>
<td>- Presentation schedule determined. - Discussion board posting due by midnight 7/12.</td>
</tr>
<tr>
<td>#5 7/15</td>
<td>Assessment issues and other documentation needed for special education. IEP development: dos and don’ts</td>
<td>Read Murdock: Chapter 4 Read Bateman: Part 2</td>
<td></td>
</tr>
<tr>
<td>#6 7/16</td>
<td>IEP development</td>
<td>Read Murdock: Chapter 5 – Program development.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment</td>
</tr>
<tr>
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</tr>
<tr>
<td>#8</td>
<td>7/18</td>
<td>Procedural due process and common issues leading to due process hearings.</td>
<td>Read Murdock: Chapter 7 – Procedural due process.</td>
</tr>
<tr>
<td>#9</td>
<td>7/22</td>
<td>Parents and Special Education.</td>
<td>Read Murdock: Chapter 8 – Parental participation.</td>
</tr>
<tr>
<td>#10</td>
<td>7/23</td>
<td>-The IEP Police</td>
<td>Read Murdock: Chapter 9 – Enforcement of special education law.</td>
</tr>
<tr>
<td>#11</td>
<td>7/24</td>
<td>-Discipline and behavioral issues</td>
<td>Read Murdock: Chapter 10.</td>
</tr>
<tr>
<td>#12</td>
<td>7/25</td>
<td>Mediation, due process, and related services</td>
<td>Read Murdock: Chapter 11 – Mediation and impartial due process hearings. Discussion board posting due by midnight 7/25.</td>
</tr>
<tr>
<td>#13</td>
<td>7/29</td>
<td>Ethics and the Special Education Professional</td>
<td>Read Murdock: Chapter 12 – Ethics and the special education professional.</td>
</tr>
<tr>
<td>#15</td>
<td>7/31</td>
<td>Procedures under discrimination law.</td>
<td>Online readings posted to Blackboard: Procedures for violations of Section 504, the Americans with Disabilities Act, and Section 1983. Topic Research Presentation.</td>
</tr>
<tr>
<td>#17</td>
<td>8/5</td>
<td>None-Public School Placements</td>
<td>Online readings posted to Blackboard: Special Education and Private Schools: Principals’ Points of View. Topic Research Presentation.</td>
</tr>
<tr>
<td>#19 8/7</td>
<td>Special education liability trends.</td>
<td>Online readings posted to Blackboard: <em>Special Education Misconduct</em>.</td>
<td>Topic Research Presentation</td>
</tr>
<tr>
<td>#20 8/8</td>
<td>Closure</td>
<td>Tying up loose ends. The future of special education policies and procedures.</td>
<td>Quiz Discussion board posting due by midnight 8/9.</td>
</tr>
<tr>
<td>#21 8/12</td>
<td>Transition</td>
<td><strong>Online only.</strong> Go to: <a href="http://transitioncoalition.org/transition/">http://transitioncoalition.org/transition/</a> and do the tutorial entitled <em>Best Practices in Planning Transition</em>. You will need to sign into this web site. After completing the tutorial, go to the <em>Certificate</em> tab and save the summary sheet, which contains your pre- and post-test scores as well as your portfolio responses. Send a copy of the summary sheet to the instructor as an email attachment. You need to receive at least <strong>70% on the post-test</strong> and have acceptable responses in your portfolio to receive credit. This activity will take several hours. You are encouraged to take notes while going through the tutorial.</td>
<td></td>
</tr>
<tr>
<td>#22 8/13</td>
<td>Transition</td>
<td><strong>Online only.</strong> Complete the activity above and email the instructor a copy of your summary sheet showing pre- and post test scores.</td>
<td>Email instructor pre- and post-test scores.</td>
</tr>
<tr>
<td>#23 8/14</td>
<td>Behavior</td>
<td><strong>Online only.</strong> Go to: <a href="http://www.calstat.org/classroom/index.html">http://www.calstat.org/classroom/index.html</a> and begin the tutorials entitled, <em>Classroom Management Online Training</em>. There are four parts. You are encouraged not to complete more than two per day. You will be sending the instructor the post-tests for each of the four parts.</td>
<td></td>
</tr>
<tr>
<td>#24 8/15</td>
<td>Behavior</td>
<td><strong>Online only.</strong> Complete the activity above and email the instructor a copy of your four post-tests.</td>
<td>Email instructor the post-tests.</td>
</tr>
</tbody>
</table>

**RESOURCES: WEBSITES RELATED TO SPECIAL EDUCATION (on-line links)**

State of Alaska

10
Websites Related to Special Education

- Council for Exceptional Children
- National Clearinghouse for Professions in Special Education
- National Information Center for Children and Youth with Disabilities
- Alaska Department of Education and Early Development, special education
- U.S. Department of Education, Office of Special Education and Rehabilitative Services
- Governor's Council on Disabilities and Special Education
- Autism Society of America, Golden Heart Chapter
- Alaska Statewide Special Education Conference
- National Down Syndrome Society
- Iris Center
- IDEA Partnership
- National Center on Response to Intervention
- U.S. Dept. of Ed.: Building the Legacy: IDEA 2004
- ASHA Podcasts
- Center for Disease Control (CDC)
- Stone Soup of Alaska
- Classroom Design

Websites Related to Alaska Native Studies

- Alaska Federation of Natives
- Alaska Inter-Tribal Council
- Alaska Native Heritage Center
- Alaska Native Knowledge Network
- Justice Center Website

List of Professional Organizations

- Council for Exceptional Children (CEC)
- American Psychological Association (APA)
- Learning Disabilities Association of America (LDAA)
- American Association on Intellectual and Developmental Disabilities (AAIDD)
- The Association for the Severely Handicapped (TASH)
- International Reading Association (IRA)
- Disability Law Center - Alaska
- Special Education Service Agency (SESA)
- National Down Syndrome Society
- American Speech-Language-Hearing Association (ASHA)

Special Education Assignment Rubric – Research Paper

<table>
<thead>
<tr>
<th>Course:</th>
<th>EDSE 632</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Law: Principles and Practices</td>
<td>Instructor:</td>
</tr>
</tbody>
</table>
**Assignment**: Write a research paper on a major IDEA compliance topic that clearly demonstrates your historical knowledge of special education; understand that it is an evolving field; encompasses many different agencies; engages people of diverse cultural, intellectual, emotional, and learning backgrounds; and reflects your personal special education philosophy. The paper must also clearly define both sides of the issue, list pertinent cases, and define a best practice when dealing with the issue.

<table>
<thead>
<tr>
<th>CEC Standard</th>
<th>0-Does Not Meet (59-0 Points)</th>
<th>1-Meets (71-60 Points)</th>
<th>2-Exceeds (80-72 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Foundations</strong></td>
<td>Candidate does not understand that the field of special education as an evolving discipline based on, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. Candidate does not understand how issues of human diversity can impact special education services. Candidate does not understand the relationships of organizations of special education to the organizations of schools and agencies. Candidate develops a personal special education philosophy.</td>
<td>Candidate understands the field of special education as an evolving discipline based on, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. Candidate understands how issues of human diversity can impact special education services. Candidate understands the relationships of organizations of special education to the organizations of schools and agencies. Candidate develops a personal special education philosophy.</td>
<td>Candidate clearly understands the field of special education as an evolving discipline based on, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. Candidate clearly understands how issues of human diversity can impact special education services. Candidate clearly understands the relationships of organizations of special education to the organizations of schools and agencies. Candidate develops a personal special education philosophy.</td>
</tr>
</tbody>
</table>

**Total Score for Assignment**: 0 1 2

**Comments:**

1

**Student Name:**

**Date:**
## Detailed IEP Grading Rubric

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Embeds all of the pertinent information from the case studies into the IEP forms. (11-9 points)</td>
<td>1. Embeds most of the pertinent information from the case studies into the IEP forms. (8-7 points)</td>
<td>1. Embeds little of the pertinent information from the case studies into the IEP forms. (6 – 0 points)</td>
</tr>
<tr>
<td>2. Provides a thorough and well-balanced (i.e., positive and negative attributes) Present Level of Performance based on the case studies information. (11-9 points)</td>
<td>2. Provides a somewhat well balanced (i.e., positive and negative attributes) Present Level of Performance based on the case study information. (8-7 points)</td>
<td>2. Fails to provide a well-balanced (i.e., positive and negative attributes) present Level of Performance based on the case study information. (6 – 0 points)</td>
</tr>
<tr>
<td>3. Provides at least three well-constructed and realistic objectives (i.e., condition, behavior, criteria) for at least two goal areas. (11-9 points)</td>
<td>3. Provides at least three somewhat well constructed and realistic objectives (i.e., condition, behavior, criteria) for at least two goal areas. (8-7 points)</td>
<td>3. Fails to provide at least three well-constructed objectives (i.e., condition, behavior, criteria) objectives for at least two goal areas. (6 – 0 points)</td>
</tr>
<tr>
<td>4. Constructed objectives are developmentally appropriate and attainable considering the student’s level of performance. (11-9 points)</td>
<td>4. Constructed objectives are somewhat developmentally appropriate and attainable considering the student’s level of performance. (8-7 points)</td>
<td>4. Constructed objectives are not developmentally appropriate and attainable considering the student’s level of performance. (6 – 0 points)</td>
</tr>
<tr>
<td>5. The transition plan was thoroughly and accurately completed. (13-11 points)</td>
<td>5. The transition plan was somewhat thoroughly completed and accurate. (10-8 points)</td>
<td>5. The transition plan was partially completed and partially accurate. (7-0 points)</td>
</tr>
<tr>
<td>6. Overall, the IEP provides a thorough and logical summary (based on the information available) of the student’s history, eligibility, needs, and prescribed services. (32-27 points)</td>
<td>6. Overall, the IEP provides a somewhat thorough and logical summary (based on the information available) of the student’s history, eligibility, needs, and prescribed services. (26-23 points)</td>
<td>6. Overall, the IEP fails to provide a thorough and logical summary (based on the information available) of the student’s history, eligibility, needs, and prescribed services. (22-0 points)</td>
</tr>
<tr>
<td>7. Uses appropriate and accurate writing mechanics. (11-9 points)</td>
<td>7. Uses somewhat appropriate and accurate writing mechanics. (8-7 points)</td>
<td>7. Does not consistently use appropriate and accurate writing mechanics. (6-0 points)</td>
</tr>
</tbody>
</table>

_______/100 points

**Note:** Plagiarism will result in 0 points for the paper and presentation.