

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 350 CREDIT HOURS: 3

I. TITLE: Roles and Procedures in Special Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Includes an overview of the legal requirements in the process of determining eligibility and delivery of special education services including the individual education plan (IEP) component of federal and state laws. Participants will gain skill in writing individual education plans for students with mild disabilities and information regarding service delivery models. Field experiences required.

Prerequisite(s): SED 300

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), Council for Exceptional Children (CEC) and the Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. discuss major legislation and litigation affecting recent advances in public education of special needs students (KTPS/InTASC #4, 5; CEC # 1, 3, 6)
- B. discuss the principal models of service delivery used with students with mild disabilities (KTPS/InTASC #4, 5; CEC # 1, 3, 6)
- C. demonstrate the ability to develop an appropriate IEP (KTPS/ InTASC #4, 5; CEC #2, 7)
- D. discuss the roles, responsibilities, and procedures for an admission & release Committee (ARC) (KTPS/ InTASC #4, 5; CEC # 1, 2, 3, 4, 6, 7)
- E. demonstrate the ability to write an effective lesson plan for classroom use (KTPS/InTASC #4, 5, 7; CEC #1, 3, 4, 6) and
- F. write professionally for the field of special education (KTPS/InTASC #1, 2, 3, 4, 7; CEC #6).

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on course activities.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in the course through the various chapters within the text. They also addressed through the writing of individual education plans (IEP's) and lesson plans.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Timelines, History, and development of Special Education Laws
- B. Special Education Procedures
- C. Individual Education Plans, one in live text
- D. Charting On-Going Progress
- E. Reporting to Parents
- F. Admission and Release Committee Member Roles
- G. Re-evaluation
- H. State and Federal Definitions
- I. KTIP Lesson Plan format
- J. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion
- C. Cooperative learning activities
- D. Reading material
- E. Written assignments
- F. Individual and/or group presentations
- G. Video presentations
- H. Exams

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Two hours required: Visit a community agency which provides transition activities for secondary students with disabilities moving from school to adult environments. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Yell, M. (2012). *The law and special education* (3rd ed). Upper Saddle River, NJ: Pearson/Merrill.

- A. Canvas
- B. Waterfield Library at Murray State University
- C. MSU Computer Centers
- D. Professional Publications
- E. Curriculum Library Alexander Hall at Murray State University
- F. KDE Website

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements	Points
State Law Project	200
Quizzes++	10 each
Court Case Studies	50 each
IEP development	300 each
Field Experience	25

B. Evaluation:	Grade
Percentage	
90 – 100%	A
80 - 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of

academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the "Policy Prohibiting Sexual Harassment" which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY

42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361;
Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**