

**Murray State University
COMMON SYLLABUS**

Revised spring, 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 404 CREDIT HOURS: 3

I. TITLE: Special Education Procedures and Strategies in IECE

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Students will develop skills in writing Individual Education Programs and Individualized Family Service Plans. Students will be introduced to relevant special education legislation, laws and policies. Students will develop skills in matching intervention strategies to the strengths and needs of young children with disabilities and their families. Students will acquire skills in the development and implementation of the Individual Education Program and the Individualized Family Service Plan in a variety of settings. Field experiences required.

Prerequisite(s): none

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 that reference the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC) and InTASC Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate knowledge of state and federal special education regulations related to assessment, development of an Individual Education Program (IEP) or Individualized Family Service Plan (IFSP), and ongoing evaluation of child and family progress; (IECE #I, II, III, IV), (NAEYC 3), (CEC 4,7), (InTASC 5)
- B. demonstrate the ability to summarize child and family strengths and needs identified on the IEP or IFSP; (IECE #IV, VIII), (CEC 4, 7)
- C. demonstrate the ability to assess and redesign outcomes in order to meet the ever-changing needs of the child and family; (IECE #I, IV, VIII), (CEC 4,7)
- D. demonstrate the ability to make data-based decisions to modify child and family outcomes and intervention priorities and practices; (IECE #I, III, IV, IX), (CEC 4,7)
- E. demonstrate the ability to function as a member of a team for the selection of intervention priorities and determining child and family progress in each priority area; (IECE #VI; EC #6), (CEC 4,7)
- F. demonstrate knowledge of state and federal special education policies and procedures as well as recommended best practices; (IECE #III, IV, VII), (CEC 4,7)
- G. demonstrate knowledge of the policy development process and contexts (laws, regulations) as well as key players at the federal, state and local levels; (IECE #VII), (CEC 4,7)

- H. demonstrate knowledge of skills needed for working collaboratively within and across systems that deal with children and families and with professionals from diverse disciplines; (IECE #VI, VIII), (NAEYC 2, 3), (CEC 7), (InTASC 10) and
- I. demonstrate the ability to design and implement child and family intervention plans in a variety of settings (home-based, child-care, Early Head Start, Head Start, public preschool and kindergarten); (IECE #I, II, III, VI, VIII), (NAEYC 2,3), (CEC 7)

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect on strategies for helping young children with disabilities make progress on the early childhood standards and early childhood curriculum, reflect on diversity through readings and discussions related to family centered services, IFSP experience, and reflect on assessment methods through class assignments and readings.

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap are explored through readings, web sites, discussion board, and course assignments.

IV. CONTENT OUTLINE:

- A. Federal special education laws and regulations
- B. State special education laws and regulations
- C. State special education forms and procedures
- D. Development of IEP and IFSP
- E. Positive Behavioral Support Plan development
- F. Monitoring child and family progress
- G. Teaming and collaboration
- H. Understand how policies are developed
- I. Implementation of IEP/IFSP in diverse settings
- J. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

A variety of instructional activities will be used in this course including discussion, case studies, individually developed goals and activities, and assigned in and out of class activities.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

Wright, P. & Wright, P. (2007) *Special education law*. 2nd ed. Hartfield, VA: Harbor House Law Press.

Web Based Required References

IDEA information

<http://idea.ed.gov/>

Early Childhood provisions of IDEA

<http://www.nectac.org/default.asp>

Division for Early Childhood

<http://www.dec-sped.org/>

Kentucky Response to Intervention Tool Kit for Preschool

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[http://education.ky.gov/educational/pre/Documents/Toolkit Narrative.doc](http://education.ky.gov/educational/pre/Documents/Toolkit%20Narrative.doc)

Kentucky Department of Education Special Education

<http://education.ky.gov/specialed/excep/Pages/Special-Education-Forms---Due-Process.aspx>

Kentucky IECE Teacher Standards

<http://www.kyepsb.net/teacherprep/iecestandards.asp>

Kentucky Department of Education Governor's Office for Early Childhood Development resources

<http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

Kentucky First Steps Early Intervention

<http://chfs.ky.gov/dph/firststeps.htm>

College of Education Resource and Media Center, online web resources, MSU Waterfield Library.

VIII. EVALUATION AND GRADING PROCEDURES:

The following scale will be used for determining course grade:

A=92-100% of total points

B=91-83% of total points

C=82-74% of total points

D=73-65% of total points

E=below 64% of total points

Reflection required for activities A-C

- A. Interview and observe an **IECE** certified teacher working in preschool or early intervention. Complete the following activities:
 - (1) Find out what methods the teacher uses to monitor children's progress on IEP goals or IFSP outcomes.
 - (2) Find out how the teacher involves the family in this process.
 - (3) Ask how the teacher embeds IEP goals into daily planned activities and how he/she codes these on lesson plans OR (3) if you are interviewing an early intervention provider, ask how the early intervention provider works collaboratively with the family or child care provider so that the child has opportunities throughout the day to practice IFSP outcomes. Include a reflection of this experience describing what you have learned from the interview and observation. (25 points)
- B. Participate as a member of an IEP team. Team will use a case study to develop the IEP. Teams will also identify appropriate activities and strategies for implementing the IEP. (worth 50 points for each participant)
- C. Participate in all class activities. Periodically required activities will be worth participation points.
- D. There will be 3 exams each worth 50 points.
- E. Interview a preschool coordinator or special education director about how the district is implementing Response to Intervention for preschool children. (10 points)

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*. Students are expected to complete activities within the time lines posted on Canvas in order to receive credit for the activity.

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 Equal Opportunity. 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, admissions, or the 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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), [\(270\) 809-3361](tel:2708093361) (TDD).

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 demeanors, 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.**