

Murray State University
COURSE SYLLABUS

Revised Spring 2012

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 695 CREDIT HOURS: 3-6

I. TITLE: Independent Study

II. COURSE DESCRIPTION AND PREREQUISITE(S):

The independent study is available for selected students who desire to investigate an area not covered in the course work in special education. A final written paper will be submitted to the faculty member directing the study.

Prerequisite(s): advance written proposal approved by the faculty member directing the study

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify a problem that is relevant to instruction or assessment of students with disabilities (KTS #9; CHETL #4, 5),
- B. describe how special education programs relate to general education at the elementary, middle, secondary level and/or postsecondary level (KTS #1),
- C. select at least ten pieces of research literature related to your topic (various sources.) (KTS #1; CHETL #3),
- D. propose a solution to the problem (KTS #1, 9),
- E. write a synopsis of each piece of research (KTS #1),
- F. write a paper (6-10 pages, 12 point, double spaced) stating the problem, developing the review of literature and explaining how you will utilize this new knowledge to solve the identified problem (KTS #1, 9; CHETL #4), and
- G. write professionally for the field of special education (KTS #1, CHETL #5).

The College of Education Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon their existing curriculum, identify perceived areas of deficit, and describe how they could address the deficits.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap may be explored in selection of project for the course.

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 and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. CEC Standards
- B. Trends as related to special education legislation
- C. Review of research
- D. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. State the problem.
- B. Read and review ten current journal articles related to supervision and administration of career and technical programs. For EACH article, write an APA-style bibliographical citation (Format Attached) with your reaction to the article content, and how the information can be applied to your educational setting.
- C. Write an 8-10 page research paper focusing upon a supervisory trend or issue. This should be written in APA-style. Use at least ten references, six of which must be formal journal articles or book chapters. Summarize how you will apply this in your work setting.
- D. Students registered in this course for graduate credit will be required to complete a formal research report/project
- E. Submit the paper with journal article write-ups in a single binder.

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

VII. TEXT(S) AND RESOURCES:

- A. Internet resources
- B. Kentucky Teacher Standards
- C. APA Manual – newest edition

VIII. EVALUATION AND GRADING PROCEDURES:

Grading Scale:

- 100-90 (A)
- 89-80 (B)
- 79-70 (C)
- 69-60 (D)
- and 59-0 (F)

Assignments, tests, papers, readings, in-class and out-of-class activities will be identified. Assignments are due as scheduled.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION 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 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. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).