I. TITLE: Administration of Special Education Programs

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course provides an overview of the history and current status of the organization, administration, and supervision of special education programs. Emphasis is on the tasks of organization, administration, and supervision, focusing on program planning and development, fiscal management, cooperating agencies, specialized facilities, and equipment, legislative provisions, problems of supervision, and instruction in the development, adaptation and evaluation of instruction, curricula, methods, materials, and resources.

Prerequisite(s): none

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of course objectives listed below. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), Assessment Literacy, and ISLLC standards. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), CHETL, and ISLLC standards addressed by that objective. Upon successful completion of the class, the student will be able to
A. demonstrate the ability to specify needed qualifications and job functions for each member of the special education program (KTS #1, 9, 10; CHETL #5; ISLLC #3, 4);
B. demonstrate the ability to resolve conflicts within and among work groups (KTS #8, 9, 10; CHETL #4; ISLLC #1);
C. demonstrate the knowledge to prepare an operating budget. (preparation of a "Part B" and program budget) (KTS #1, 9, 10; CHETL #5; ISLLC #3);
D. demonstrate the ability to prioritize long and short-range plans for program development (KTS #1, 9, 10; CHETL #1; ISLLC #2, 3);
E. demonstrate the ability to write or coordinate the writing of proposals for federal and foundation financial support for special education programs (KTS #1, 7, 8, 9, 10; CHETL #5; ISLLC #1, 3);
F. demonstrate the knowledge, skill, and ability to design, implement, and maintain a continuous evaluation process of the special education program (KTS #1, 2, 4, 7, 8, 9, 10; CHETL #2; ISLLC #2); and
G. demonstrate the ability to appraise effectiveness of her/his leadership behavior and job performance (KTS #7, 9, 10; CHETL #2; ISLLC #2);
H. Write professionally for the field of special education (CHETL #2).

The COE 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/inservice 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. Budgeting and Finance
B. Due Process
C. State and Federal Reports
D. Research Based Strategies and Assessment
E. Communication
F. Achievement Gap
G. State and Federal Regulations
H. Policy and Procedures
I. Senate Bill I Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A. Project
B. Resource File
C. Year Time Line
D. Data Analysis
E. DoSE Interview
F. Participation
G. Procedural Safeguards

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

VII. TEXTS AND RESOURCES:
Internet and area directors

VIII. EVALUATION AND GRADING PROCEDURES:
Grading Scale:
A = 90-100%  D = 60-69%
B = 80-89%  E = 0-59%
C = 70-79%
IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

Web Class

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 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
Assignments  
SED 650  
Summer 2012

Year Time Line: Construct a time line consisting of all reports and responsibilities you have as a director. **50 Points. Due June 6.**

DoSE Shadow: You will shadow a Director of Special Education for five working days, the entire day. The days do not have to be consecutive, but for best learning opportunity, consecutive days would be most advantageous. You will keep a journal, or record, of every activity completed during the five day period. At the end of the five day period, you will write a summary of each activity in which you participated, your role, and your reflection of each activity. The summary should be a **minimum of six pages** and should also include a reflection of the entire shadowing experience. The journal of activities will be turned in with the reflection. **200 Points. Due June 18.**

DoSE Interview: Schedule an interview with the Director of Special Education. Ascertain the reasons for seeking this position, the positives and negatives of the position, what are the most problematic issues now in the schools, why he/she chose to become a director and what suggestions he/she has for a new director. **100 Points. Due June 18.**

Procedural Safeguards: Several parents from your school district maintain the goals of their children’s IEPs are not being addressed in the instruction and accommodations are not being met. Establish a guide for your district on how to follow procedural safeguards covering all areas from conducting an ARC to actually investigating a formal complaint. **200 Points. Due June 22.**

Monitoring and Accountability Plan: Familiarize yourself with the Kentucky Continuous Monitoring Process Plan (found on the KDE website under Special Education). Analyze current data from state assessments, referrals, and placements of students into special education. Create a graph depicting the information you found. Write a detailed explanation (for your superintendent and board of education) for each category. **200 Points. Due June 27.**

Chapter Quizzes: There will be a quiz for each chapter that must be completed. **10 points each.**

Important Websites:  
Council for Exceptional Children; Special Division Council of Administrators of Special Education  
National Association of Director’s of Special Education  
IDEA Building the Legacy of IDEA 2004  
NICHY
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