DEPARTMENT: ACS  COURSE NUMBER: SED 350  CREDIT HOURS: 3

I. TITLE: Roles and Procedures in Special Education

II. COURSE DESCRIPTION: This course 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) components 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. Prerequisite: SED 300

III. PURPOSE: This course is designed to familiarize students with legal requirements of the IEP components of federal and state laws. Students will gain skills in writing IEP’s for students with disabilities as well as designing lesson plans that effectively teach students with mild disabilities in the classroom. The course includes characteristics and definitions of students with mild disabilities. Participants will gain information regarding service delivery models.

IV. 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 Education Reform Act guidelines and initiatives. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. Additionally, enclosed in brackets, are numbers which reference the IECE Standards which are addressed. Upon successful completion of the class the student will be able to:
A. discuss major legislation and litigation affecting recent advances in public education of special needs students (KTS #1) [1]
B. discuss the principal models of service delivery used with students with mild disabilities (KTS #7, 6) [6]
C. demonstrate the ability to develop an appropriate IEP (KTS #2, 3, 4, 8) [6]
D. discuss the roles, responsibilities, and procedures for an admission & release Committee (ARC) (KTS #1, 8) [6,8]
E. demonstrate the ability to write an effective lesson plan for classroom use (KTS #1-9)

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.

V. CONTENT OUTLINE:
A. Timelines, History, and development of special Education Laws
B. Special Education Procedures
C. Individual Education Plans
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

VI. 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

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

VIII. RESOURCES:
   A. Blackboard
   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

IX. GRADING PROCEDURES:
   A. Course Requirements
      Points
      Timeline  50
      Test and Quizzes 10 - 25
      Present Level of Individual Performance (IEP) 50
      On Going Progress (IEP) 50
      Goals and Objectives (IEP) 50
      Midterm and Final 100 each
      Presentations 50

   Specific Assignment Requirements:
   Present Level of Academic Achievement and Functional Performance (PLAAFP) (50 points): Students will be expected to write a minimum of 2 PLAAFP’s for grading. Copies of evaluations from students in public schools will be supplied for students from which to pull information.
Scoring rubric will be used for scoring.

**Timeline (50 points):** Students will prepare a timeline that represent the various events and laws that have shaped Special Education law.

**On-Going Progress (50pts):** The On-Going Progress section, of a student’s IEP, will be a written assignment for this class. The evaluation of a public school student will be supplied for use with this assignment. Scoring rubric will be used.

**Goals and Objectives (50 pts):** The Goals and Objectives section, of a student’s IEP, will be a required written assignment for class. The evaluation of a public school student will be supplied for use in writing this assignment. The computer lab may also be used. Scoring rubric will be used.

**Presentations (50):** Students will prepare and present as a group, a presentation dealing with a specific law, how it came about and its impact on special education.

**Quizzes/Exams:**

B. **Evaluation:**
The following will be used for all students.

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
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<tr>
<td>80 - 89%</td>
<td>B</td>
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<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>0 – 59%</td>
<td>E</td>
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**X. ATTENDANCE POLICY:**
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin. Students are expected to be on time, attend all class meetings, and to stay the entire class period. You will be expected to sign in for documentation of attendance. Any variation of this expectation must be cleared with the instructor prior to the class, preferably by e-mail. After two hours of absence, the student will be required to conference with the instructor. Missing more than three hours of class will result in a negative flag and a lowering of the final grade by a minimum of one letter grade.

**XI. ACADEMIC HONESTY POLICY:**
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

Note: Faculty reserve the right to invalidate any examination or other evaluative measure if substantial evidence exists that the integrity has been compromised.

Cell phone usage and texting is prohibited during class time. Students who choose to use their cell phone will be asked to leave the class and will be marked absent.

**XII. TEXT AND REFERENCES:**
XIII. **PREREQUISITES:**
SED 300

XIV. **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).

XIV. **FLAG SYSTEM/CONTINOUS 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.**