

**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

PLEASE TYPE. DATE\_\_\_\_\_\_09/21/2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACADEMIC UNIT\_\_\_\_\_\_\_SCHOOL OF EDUCATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FACULTY\_\_Billy H. Stout\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discipline | Course#  Section | Title of Course | Credit Hours | Cross Reference  (if applicable) |
| Special  Education | SED 712 | Special Education  Law | 3 |  |

TEXTBOOK [ X ] Required [ ] Not Required

Author\_\_Murdick, N., Gratin, B. & Fowler Title\_\_Special Education Law\_\_\_\_\_\_\_

Publisher\_ Pearson Date of Publication\_\_2014\_\_\_\_\_\_

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. COURSE OBJECTIVES: List the objectives of the course, both general and specific. Please relate these objectives

to the mission and goals of the University and the Academic Unit.

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course. Please include grading scale.
3. REQUIREMENTS
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN Beverly Ennis Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FORM FH-E.2.7A Page 1 of 1

**Campbellsville University**

**School of Education**

**SED 712**

**Special Education Law**

**Professor: Dr. Billy Stout**

**Email:** bhstout@campbellsvile.edu

**Phone: (270) 789-5408**

**Cell Phone: (502) 354-1332**

**Credits:** 3 Hours

**Classroom:** Online

**Chat Time**: Monday 7:00 – 8:15 P.M. EST.

**GRADUATE** **TERM** **G5**, **MARCH** **20** – **MAY** **13**, **2017**

**Virtual Office Hours:**

The professor can be reached anytime by phone or e-mail.

**Campus Security Numbers: Office (270) 789-5555, Cell (270) 403-3611**

**Empowerment of Learning**



**REQUIRED TEXT and MATERIALS:**

Murdick, N., Gartin, B. & Fowler. (2014). *Special education law*. (3rd ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.

**COURSE DESCRIPTION:** *This course is a study of the administrative responsibilities of special education leadership with emphasis on the understanding of the field of special education, related federal and state laws, and administrative regulations. Emphasis will be on case laws with special consideration given to litigation relating to students with disabilities and school officials. The course is organized around major procedural and substantive issues in special education law and is primarily written for those that will be working with children and youth with disabilities.*

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**Methods of Instruction**

The instructional methods will include:

1. Online learning lessons.
2. Individual consultation with instructor.
3. Online discussions

**Purpose of Course**

Students will learn the historical background of special education. Students will gain an

understanding of various special education issues as they brief law cases presented by the

professor.

**COURSE OBJECTIVES WITH STUDENT LEARNING OUTCOMES AND TOPICS**

**OBJECTIVES**

1. To increase knowledge and understanding of the foundations of special education law and the process of federal, state and local education agencies.
2. Develop an understanding of the history and development of special education, principles and foundations underlying best practices for students with disabilities.
3. To demonstrate the ability to effectively utilize a variety of problem solving, conflict resolution and decision making processes.
4. To synthesize research and literature sources for better understanding of the issues in special education which affect the delivery of special education programs.
5. To use up-to-date research to plan and design effective instructional strategies and learning activities appropriate to the individual needs of students to promote inclusion of students with disabilities into the general education setting.

**TOPICS**

1. Understanding of the historical and philosophic foundations of special education.

* Brown v. BOE of Topeka, Kansas
* Pennsylvania Association of Retarded Children v. The Commonwealth of Pennsylvania (1992)
* Mills v. BOE (1972)
* Diana v. State BOE of California (1970)
* Larry P. v. Riles (9172)

2. Understanding the role of the special education administrator.

3. Study of the legal foundations for special education.

4. Review of the provisions of the law that pertains to inclusion of students with disabilities in the general education setting, district and statewide assessments, discipline of students with disabilities, parental involvement, accommodations plans, referral process, eligibility determination, monitoring of student progress, placement issues.

5. Study and understanding of due process for students with disabilities.

6. Free Appropriate Public Education, Least Restrictive Education, confidentiality, and other areas related to students with disabilities.

7. PL 94-142 (EHA), IDEA 1997, IDEA 2004, Section 504, ADA, Assistive Technology Act,

No Child Left Behind Act

8. Local education agency’s responsibilities

9. State and federal regulations

10. State requirements

11. Funding of special education services

12. State and federal funding sources

13. Part C services for infants and toddlers

14. Personnel development, personnel/staff evaluations, effective staff meetings

15. outside agency responsibilities

16. Transition requirements under IDEA

17. Due Process Hearings and Mediation

Alignment with Curricular Guidelines and National Standards:

Kentucky Teacher Standards (KTS)

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction Standard

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTPS/InTASC)**

1B The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her earning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

CU Diversity Proficiencies (from KTS) PROFESSIONAL STANDARDS

addressed in this course.

Diversity Proficiencies

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students.

KTS 3.3 Values and supports student diversity and addresses individual needs.

KTS 4.2 Implements instruction based on diverse student needs & assessment data.

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students where learning could be enhanced by collaboration.

**Kentucky Common Core Standards and College Readiness Standards**

Students will use Common Core State Standards in designing learning goals/objectives and assessments.

Specialized Professional Association (SPA) Standards

(i.e. early childhood, special education, school counselors)

**Council of Exceptional Children Standard**

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

**Interstate Teacher Assessment and Support Consortium (InTASC)**

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASC 8 Instructional Strategies

InTASC 9 Progessional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (ILA)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous

improvement.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Interstate School Leadership**  **Consortium Standards**  **(ISLLC)** | **CAEP** | **TSSA** | **CEC** |
| Exams  300 pts  Obj:  1 - 5 | KTS  1,2,5,6 | 1.2  5.4  6.3 | 1,4,5,6,9 | 1,3,4,5 | 1,2,3,5,6 | 1, 4 | 1, 2, 3, 4, 5, 6 | 1,3,4,6,7 |
| Discussion Forums  70 pts  Obj: 1-5 | KTS  1,2,4,5,7,8,9 | 2.4  3.3  4.2  5.4  8.1 | 1,2,4,5,6,7,9,10 | 1 - 6 | 1,2,3,5,6 | 1, 2 | 3,4 | 1-7 |
| Reading Assignments  Obj: 1-5 | KTS  1,2,3,4,5,7 | 1.2  2.2  3.3  4.2  5.4 | 1,2,4,5,6,9 | 1,2,3,4,5 | 1,2,3,5,6 | 1, 4 | 1, 2, 3, 4, 5, 6 | 1,3,4,5 |
| Law Cases  480 pts  Obj:1 - 5 | KTS  1,3,4,5,6 | 1.2  2.4  3.3  4.2  5.4 | 1,4,5,6,7,9 | 1,3,4,5 | 1,2,3,5,6 | 1, 4 | 1, 2, 3, 4, 5, 6 | 3,4,5,6 |
| Scenarios  100 pts  Obj: 1,3,4 | KTS  1,5,7 | 1.2  2.4  3.3  4.2  5.4 | 1,3,4,5,6,9 | 3,4,5 | 1,2,3,5,6 | 1 - 4 | 3, 4, 5 | 1 - 6 |
|  |  |  |  |  |  |  | 3, 4, 5 |  |
| Clinical/Field Hours  100 pts  Obj: 1, 5 | KTS  1,5,6,7,9 | 3.3  4.2  5.4 | 1,2,4,6,7,9 | 1,3,4,5 | 2,3,5,6 | 1, 4 | 2, 3,4 | 1,3,4,5,6 |
| Class attendance/ Participation  80 pts  Obj: 1 | KTS  6,7,8,9 | 1.2  3.3  4.2  6.3  8.1 | 1-3 | 1,4,5 | 1,2,5,6 | 1, 4 | 3,4 | 3,6,7 |
|  |  |  |  |  |  |  | 3, 4, 5 |  |

**Interstate School Leadership Licensure Consortium Standards (ISLLC)**

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth.

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

ISLLC Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

**COURSE REQUIREMENTS**

**Class Attendance/Participation (KTS 6,7,8,9) (Diversity 1.2, 3.3, 4.2, 6.3, 8.1) (InTASC 1,2,3) (ILA 1,4,5) ( ISLLC 1,2,5,6) (CEC 3,6,7) (CAEP 1,4)(TSSA 1, 2, 3, 4, 5, 6)**

Class attendance will be checked. Two unexcused absences (at instructors

discretion) results in an automatic “F” for the course. Please notify the

instructor by phone if you are to be absent. Students will be graded on their

ability to ask pertinent questions and critically discuss issues related to the

learning activities of the class. Students must contribute to class discussion

questions.

**EVALUATION Process and expectations:**

**Law Cases (KTS 1,3,4,5,6) (Diversity 1.2, 2.2, 3.3, 4.2, 5.4) (InTASC 1,4,5,6,7,9) (ILA 1,3,4,5) (ISLLC 1,2,3,5,6) (CEC 3,4,5,6) (CAEP 1,4)**

Students will brief law cases as posted by the professor.

**Text Questions (KTS 1,2,5,6) (Diversity 1.2, 5.4, 6.3) (InTASC 1,4,5,6,9) (ILA 1,3,4,5) (ISLLC 1,2,3,5,6) (CEC 1,3,4,6,7) (CAEP 1,4)**

Students will answer text questions that are embedded in the required weekly

Readings. The text questions will be posted by the professor.

**Scenarios (KTS 1,5,7) (Diversity 1.2, 2.4, 3.3, 4.2, 5.4) (InTASC 1,3,4,5,6,9) (ILA 1,3,4,5) (ISLLC 1,2,3,5,6) (CEC 1-6) (CAEP 1,4)**

Students will respond to scenarios as posted by the professor.

**Chapter Readings (KTS 1,2,3,4,5,7) (Diversity 1.2, 2.2, 3.3, 4.2, 5.4) (InTASC 1,2,4,5,6,9) (ILA 1-5) (ISLLC 1,2,3,5,6) (CEC 1,3,4,6) (CAEP 1, 4)**

From the required chapter readings, students will discuss special education issues as

presented by the professor. These discussion questions are part of class participation.

**Discussion Questions (KTS 1,2,4,5,7,8,9) (Diversity 2.4, 3.3, 4.2, 5.4, 8.1) (InTASC 1,2,4,5,6,7,9,10) (ILA 1-6) (ISLLC 1,2,3,5,6) (CEC 1-7) (CAEP 1,2)(TSSA 4)**

Students will answer the discussion questions as posted in the weekly lessons and

respond to two peers.

**Clinical/Field Hours (KTS 1,5,6,7,9) (Diversity 3.3, 4.2,5.4) (InTASC 1,2,4,6,7,9) (ILA 1,3,4,5) (ISLLC 2,3,5,6) (CEC 1,3,4,5,6) (CAEP 1,4)**

**(TSSA 1, 2, 3, 4, 5, 6)**

Students will participate in five (5) hours of field experience (Review and demonstrate understanding of court findings and law cases pertaining to fair, equitable and ethical practices in educational settings for students with disabilities). Pick two (2) Law Cases from the weekly assigned cases that deal with students with disabilities and complete the assignment for the five (5) field hours. See the field hours form located on the University web page or at the top of this course page. A log must be kept of the field experience. The original log form must be sent to the Special Education Program Office and a copy sent to the professor.

**KFETS** – **Field Tracking System**

**Kentucky Field Experience Tracking System (KFETS)**

KFETS is a tracking system for field hours set by the KY Education Professional Standards Board. Students will complete the current paper forms as in the past; 2014-2015 forms are located on the SOE web page [www.campbellsville.edu/mase](http://www.campbellsville.edu/mase). In addition students will now log in to their EPSB account and log in their field hours; by course, by hour, by instructor. The link for EPSB is [www.epsb.ky.gov](http://www.epsb.ky.gov). I have already created the required information for all MASE courses in KFETS so nothing is required of you at this time. You will need to ask your students to complete this task before the end of each 8 – week session. To help the students, there is a tutorial on the EPSB site. As always, please encourage your students to call this office for help.

**Clinical/Field Hours:** 5 Hours (minimum)

Clinical hours must be entered into Kentucky Field Experience Tracking System (KFETS) prior to the due date set by the course.

Candidates teaching on a Temporary Provisional Certificate will not be asked to complete the required 5 hours nor enter the hours in KFETS. However, candidates will complete clinical hours tied to specific course assessments/assignment; but may not be required to complete the total hours set for the course. Also, candidates will be allowed to complete clinical experiences in their own classroom if teaching on a Temporary Provisional Certificate. A candidate teaching in a long term substitute teaching position will be required to complete all clinical hours set for the course.

**RUBRICS:**

**Rubric for Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4, TSSA 2, 3, 4, Professional Standards for Educators 4, 6 )**

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| * Present for all classes with exception of emergencies. * Logs in on time and attends throughout period * Participates 4-5 times during discussions * Contributes thoughtful remarks and questions * Comments extend the interactions between candidates * All Discussion Forums completed before class starts weekly | * Present for most classes (missing 1 class) * Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. * Some contributions to discussion * All Discussion Forums completed | * Present for class but no advance preparation as evidenced in discussion responses * Superficial responses in class or on discussion boards   5-7 Discussion Forums completed | * Absent from class without any communication to professor * Comments and postings minimal or absent   1-4 Discussion Forums Completed |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **78 and below** | **79-85** | **86-92** | **93-100** |
| The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization. | Some of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed. | Most directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed. | All Directions are followed.  Assignment meets length requirement. Assignment is well organized and does not contain any grammatical errors.  All content required for assignment is addressed. |

**Grading System:**

Class Participation 80 Points

Text Questions (60 X 5 points) 300 Points

Law Cases (16 X 20 points) 320 Points

Scenarios (4 X 25 points) 100 Points

Discussion Board Questions 70 Points ( 7 X 10 points)

**RUBRIC FOR ALL ASSIGNMENTS**

Field Hours 100 Points

**Total Points 970**

**A five (5) point reduction per calendar day in the score received will be given for each day an assignment is late. A cover page is required for all assignments with the exclusion of the discussion question forums. The cover page will include the name of the assignment, student name, SED 712 and date. If an assignment does not contain a cover page, a five (5) point deduction in the score will be received.**

**Grading Scale:**

93-100…....A

86-92…..…B

79-85……..C

72-78…..…D

Below 72….F

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

#### \*\*\* School of Education Attendance Policy:\*\*\*

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom t

## Campbellsville University’s Online Attendance Policy

## *Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.*

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu) Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/title

#### 

#### StudentAcademic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

## *Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.*

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with justifiable cause may make application for an Incomplete from the professor by submitting an Application for an Incomplete form. This form can be obtained by assessing the University web site at [www.campbellsville.edu/mase](http://www.campbellsville.edu/mase). It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.

If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than 8 weeks following the date the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.

REFERENCES

Cartledge, G. & Loe, S. (2001). *Cultural diversity and social skill instruction. Exceptionality,*

9(1), 33-46.

Duffy, M., Giordano, V., Farrell, J., Paneque, O., & Crump, G. (2008). No child left behind:

Values and research issues in high-stakes assessment. *Counseling and Values*, 53,

53-66.

Goddard, R., Goddard, Y., Kim, E. S., & Miller, R. (2015). A theoretical and empirical analysis

of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in

support of student learning. American Journal of Education, 121(4), 501-530.

Hoy, W. (2012). School characteristics that make a difference for the achievement of all

students: A 40-year odyssey. Journal of Educational Admnistration, 50( 1) , 76 - 9 7.

Knapp, M. S., Honig, M. I., Plecki, M. L., Portin, B. S., & Copland, M. A. (2014). *Learning-*

*focused leadership in action: Improving instruction in schools and districts*. New York, NY:

Routledge.

Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). *Leadership style and organizational*

*learning: The mediate effect of school vision.* Journal of Educational Administration,

48(1), 7-30.

U.S. Department of Education (2008), Office of Special Education Programs, Data Analysis

System, Table B-5A. Washington D.C.: U.S. Department of Education. See definition

embedded within spreadsheet. Retrieved on July, 2008,

from <https://www.ideadata.org/index.html>.

U.S. Department of Labor. (2007). *Occupational outlook handbook*, 2008-09 Edition.

Washington, D.C.: U.S. Department of Labor. Retrieved on December 9, 2008,

from <http://www.bls.gov/oco/ocos070.htm>.

**Selected Websites**

The Council for Children with Behavioral Disorders (CCBD)

<http://www.ccbd.net/>

The national Information Center for Children and Youth with Disabilities (NICHCY)

<http://www.nichcy.org/>

Special Education Resources on the Internet (SERI)

<http://www.seriweb.com/>

The Council for Exceptional Children

http://www.cec.sped.org/