APPLICATION FOR NEW COURSE

1. Submitted by College of Education ______________________________ Date December 13, 2000

Department/Division offering course Special Education and Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number EDS 613
   b. Title* Legal & Parental Issues School Admin.

   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0

   e. Studio hours per week 0
   f. Credits 3

   g. Course description

      See attachment

   h. Prerequisites (if any)

      Be admitted to an Administrator preparation program, or received permission of instructor

   i. May be repeated to a maximum of N/A (if applicable)

3. To be cross-listed as

   RC 613

   Prefix and Number

   Signature, Chairman, cross-listing department

4. Effective Date Summer 2001 (semester and year)

5. Course to be offered

   □ Fall  □ Spring  ✔ Summer

6. Will the course be offered each year?
   (Explain if not annually)

   ✔ Yes  □ No

7. Why is this course needed?

   Course was designed at the request of the Department of Education Administration and Supervision to fill a Kentucky Department of Education program provision.

8. By whom will the course be taught?

   Dr. Jacqui Farmer Kearns (UK IHDI)

9. Are facilities for teaching the course now available?

   ✔ Yes  □ No

   If not, what plans have been made for providing them?
10. What enrollment may be reasonably anticipated? 12 - 15

11. Will this course serve students in the Department primarily? □ Yes □ No

Will it be of service to a significant number of students outside the Department?
If so, explain.

Will the course serve as a University Studies Program course? □ Yes □ No
If yes, under what Area?

Course was developed to assist students in the Department of Education Administration and Supervision meet a program requirement as well as serve as an elective to others.

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;
☒ relatively new, now being widely established
☐ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program:
If yes, which? □ Yes □ No

14. Will adding this course change the degree requirements in one or more programs?*
If yes, explain the change(s) below

☐ Yes ☒ No

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?

Name William H. Berdine, Prof. and Chair, EDSRC Phone Extension 7-8592

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
Signatures of Approval:

[Signature]

Date

[Signature]

Date

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

*If applicable, as provided by the Rules of the University Senate

Date of Notice to the Faculty

Date

Date

Date

Date

Date

Date

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

Rev 11/98
2g. Course description:

This course is designed as a required course for certification in the school administration program or elective in graduate or post baccalaureate degree. Essential course questions will emphasize the delivery of a free and appropriate public education for children with disabilities within a practical application format that is accessible and useful to educational professionals. In addition, the course will consider the implications of federal requirements in state and local policy. Particular attention will be given to leadership within an educational reform environment as well as the legal and programmatic implications for children with disabilities and their families. Finally, the course will model appropriate ways in which educational professionals working with families can maximize educational results for children with and without disabilities.
Prerequisites:

To enroll in this course, the student must…
- Be admitted to an Administrator preparation program
- Or receive permission from the instructor

Schedule:
M, T & TH 5:30-9:00 p.m.
July 9 – August 2
Summer 2000

Instructor:

Jacqui Farmer Kearns, Ed.D.,

Mailing Address:
Human Development Institute
320 Mineral Industries Bldg.
University of Kentucky
Lexington, KY 40506-0051

Office telephone/voice mail: (606) 257-3560
E-Mail: farmerj@ihdi.uky.edu
FAX: (606) 257-9412

Description/Target Audience:

This course is designed as a required course for certification in the school administration program or elective in graduate or post baccalaureate degree. Essential course questions will emphasize the delivery of a free and appropriate public education for children with disabilities within a practical application format that is accessible and useful to educational professionals. In addition, the course will consider the implications of federal requirements in state and local policy. Particular attention will be given to leadership within an educational reform environment as well as the legal and programmatic implications for children with disabilities and their families. Finally, the course will model appropriate ways in which educational professionals working with families can maximize educational results for children with and without disabilities.
Relationship to the College of Education’s Conceptual Framework and Alignment with the Kentucky Education Reform Act

This course will address the following standards as determined by the Kentucky Department of Education Professional Standards Board for School Administrators. The specific standards to be addressed include:

**Standard 1**: The administrator is the instructional leader who guides, facilitates, and supports the curriculum, instruction, and assessment. The administrator understands and knows how to:

- Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation
- Define programs that promote and recognize individual differences

**Standard 2**: The administrator practices, promotional, and pro-active communication strategies (oral and written) for effective parent/community school involvement to improve the learning environment for all students. The administrator understands how to:

- Create an open, trusting, and safe environment
- Apply principles of group interactions
- Identify and communicate with multiple constituencies of the school and community
- Involve parents, students, and community in the process of improving student learning
- Collaborate in the use of conflict management techniques within the community
- Incorporate diverse views that encourage involvement of under-represented groups

**Standard 3**: The administrator is the organizational leader and manager who acts within legal and ethical guidelines to accomplish education purposes. The administrator understands and knows how to:

- Understand legal concepts and practices, regulations, and codes for school operations.
- Model processes that promote productive inter-personal relationships with boards, councils, and advisory groups.

**NCATE/CEC Knowledge and Skills for Special Education Administrators**  
(Council for Exceptional Children. 1998):

1) Articulate the philosophical, historical, and legal foundations of Special Education.
2) Develop and implement programs that respond to individual student and family characteristics.
3) Implement and interpret assessment, diagnosis, and evaluation data for students and families.
4) Develop and implement programs that support and improve instructional practices.
5) Plan and manage the teaching and learning environment.
6) Manage student behavior and social interaction skills.
7) Develop and maintain communication strategies and collaborative partnerships.
8) Communicate and demonstrate a high standard of ethical practice.

**COURSE OBJECTIVES:**

The Individuals with Disabilities Education Act (IDEA) and its predecessors, as well as, Section 504 of the Rehabilitation Act provide the framework for delivery of a Free and Appropriate Education to all children. Upon completion of the EDS 558, students will be able to:
• Develop policy at the local school level that is consistent with and in compliance with Federal legal requirements.
• Foster and enhance trust through collaboration among families, staff, and students.
• Communicate a vision for effective leadership that improves results for ALL students.
• Use reflective and ethical decision-making behaviors to weigh consequences of decisions and alternatives as they represent one’s competing values and belief structures.

CLASS ORGANIZATION AND MANAGEMENT

The course will be arranged in an activity-based, interactive format designed to promote group discussion, skill demonstration, and individual thought and reflection.

The course will be guided on seven beliefs of leadership development proposed by Evans & Mohr (1999).

1) Learning should be personal and yet needs the benefit of working in a group.
2) Leaders focus on their own learning, which in turn impacts the learning of others.
3) Learning opportunities must assist participants to move beyond their assumptions by engaging intellectually challenging materials.
4) Focused reflection is essential.
5) Leaders must listen carefully and design the work for the group.
6) The work should be focused on essential questions.
7) New learning depends on protected dissonance and opportunities to take risks with new ideas. (p. 532).

Requirement Options: 150 points required.

1) Complete all required readings and products by due dates.
2) Develop a personal narrative that focuses on your experiences with individuals with disabilities, develop an IEP for yourself in this course (10 points).
3) Complete 4 In-basket Tasks on demand. (40 points)
4) Prepare for Matthew’s IEP Meeting (An interactive CD Rom Program) (50 points)
5) Develop a group project or select one from the list below. Share findings and resources with the class with the class (50 points)
   • Conduct a review of a school policy manual or local policies and procedures manual for consistency with new IDEA requirements.
   • Interview a family who has a child with a disability about their school experiences and develop a case study from this interview.
   • Attend a meeting of a local parent advocacy group and write a reaction paper.
   • Develop an IDEA Resource Manual or Relevant Web-site Directory.
   • Develop an IDEA In-service for Regular Education Teachers
   • Draft a school discipline and safety plan that includes Discipline Procedures of IDEA 97
   • Read one of the books on the reading list, prepare a written and oral review.

Recommended Materials


Other Resources:


Web-sites Related to Special Education Law
http://www.ed.sc.edu/spedlaw/lawpage.htm
http://www.lrp.com/ed/
http://www.ed.gov
http://www.law.vill.edu/Fed-Ct/fedcourt.html
http://supct.law.cornell.edu/supct/
http://www.law.house.gov/
http://www.cec.sped.org/home.htm
http://www.aed.org/nichy/
http://www.idea.practices.org
http://www.pgh.auhs.edu/cfsp
http://www.ihdi.uky.edu
http://www.kde.state.ky.us

PERFORMANCE EXPECTATIONS

150-135 = A
134-120 = B
Below 119 = C* not available for Graduate Students

STUDENT RESPONSIBILITIES

Plagiarism

Students should familiarize themselves with the University of Kentucky’s Code of Student conduct regarding plagiarism and cheating, available through the office of the dean of students. Academic violations of the student code will result in a failing grade.

When discussing persons with disabilities in written products, a person-first format must be used (e.g. “person with a disability” not “disabled person”).

Students must discuss grade or course difficulties with the instructor within two class periods.
## Recommended Reading & Assignment

| Class 1 | Yell (1998) Chapters 1 & 4  
| Essential Questions & Agenda |
| Introductions  
Review and Amend Syllabus  
Guidelines for Working Together  
As future educational leaders, what questions do we have about special education?  
**Should there be a federal presence in Education?**  
What are the major principles of IDEA?  
Who can receive services under IDEA ?  
What is a FAPE? |
| Class 2 | Yell (1998) Chapter  5 & 6  
What are the differences Section 504 and IDEA? |
| Class 3 | Yell (1998) Chapter  5 & 6  
Personal Narrative & Learning Plan Due.  
Americans with Disabilities Act- What implications for School Administrators?  
Guest Speaker – Norb Ryan, ADA Administrator KY State Government |
| Class 4 | Yell (1998) Chapter 8, 9, 10  
What’s Best for Matthew  
Developing the IEP…. Step by Step |
| Class 5 | Yell Chapter 11 & 12  
In Box #1 Due  
What is the Least Restrictive Environment and how does that impact access the general curriculum? |
| Class 6 | Yell Chapter 13  
Handouts  
And what happens if it doesn’t go well…  
Handling Meetings  
Conflict Resolution  
Mediation  
Procedural Due Process |
<table>
<thead>
<tr>
<th>Class 7</th>
<th>KY Administrative Regulations</th>
<th>Guest Speaker</th>
</tr>
</thead>
</table>

What’s Best for Matthew Due

<table>
<thead>
<tr>
<th>Class 8</th>
<th>Yell (1998) Chapter 15</th>
<th>Disciplining Students with disabilities and school safety: Where is the balance?</th>
</tr>
</thead>
</table>

www.state.ky.us/agencies/behave/ebsl.html

<table>
<thead>
<tr>
<th>Class 9</th>
<th>Kleinert (1995). The Role of School-based Councils in Enhancing Educational Outcomes for All Students. (provided)</th>
<th>The Role of School Councils</th>
</tr>
</thead>
</table>

In-box #3 Due

Mock IEP Meetings

<table>
<thead>
<tr>
<th>Class 10</th>
<th>Council for Exceptional Children (1998). What every special educator must know. VA: Author.</th>
<th>How to recruit and maintain high quality special education teachers?</th>
</tr>
</thead>
</table>


Mock IEP Meetings

Supervising Special Education Personnel
Class 11
Working with Families
Readings: To be announced
In box #4 Due
Mock IEP Meetings

Parent Panel: Guest Speakers

Class 12
Assessment and Accountability
Kearns, Kleinert, & Kennedy (1999). We need not exclude anyone. Educational Leadership 56(6) 33-38.

Mock IEP Meetings

Where do educational reform ideas intersect with special education practices?
Can students with disabilities really achieve at high levels?

Final Project Due

Topics for In-Box Tasks
1) Responding appropriately to discipline issues
2) Preparing for an IEP meeting
3) Structuring Special Education Services
4) Analyzing School Policies
5) Supervising special education personnel

Resources List:


# Discussant Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussant communicated in a clear &amp; concise manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Discussant focused clearly on the essential question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discussant used appropriate presentation strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Discussant provided opportunities for reflection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Discussant moved us beyond our assumptions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Discussant helped me think about the issues that involve special education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The Discussant helped me think about how principals can support special education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8) The most important thing I learned from this session was.......  

9) The session was weakest when.....

10) I wish I had learned more about.....