Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine’s Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

SED 520

Law and Policy Affecting Individuals with Disabilities Syllabi

May 13, 2018 - July 22, 2018

Four (4) Wednesday Class Meetings through ADOBE Connect URL: https://meet.maine.edu/r377b1bjh96/

May 16, May 30, June 13, June 27, & July 17, 2018 6:30 pm-8:00 pm

Instructor Contact Information:

Debrajean Scheibel
debrajean.scheibel@gmail.com
207 930-5657 (8:00 a.m. - 8:00 p.m. M-F)

Contact

The instructor can be reached via email and by phone 8:00 a.m. - 8:00 p.m. M-F.

All SED 520 communication will be sent to students through their maine.edu email account. Please note no exceptions will be made. Students should consider forwarding maine.edu email to their primary email account to ensure receipt of all communication from instructor. Instructor response to email will be within 48 hours of receipt of email.

Conceptual Framework

Reflective Practice serves as the centerpiece of the conceptual framework and one of the COEHD’s Core Principles for teacher preparation at University of Maine. The reflective teacher is one who seriously acknowledges the complexity of the classroom learning environment and seeks to understand how certain interrelated variables in their particular classroom setting affects student learning. The reflective teacher does this by analyzing and evaluating the effect specific curriculum, instruction, and assessment practices will have on their students. Through such analysis the teacher will be able to create a learning environment that is most appropriate for their group of students.

Reflective practice, as one of the core principles, serves as an overarching theme for the COEHD’s teacher education preparation program. The other core principles, “Dedication to Teaching and Learning,” “Synthesis of Theory and Practice,” and “Collaboration and Mentoring,” are developed in the COEHD’s required professional
courses through curriculum, instruction, and assessment practices that promote the knowledges, skills, and dispositions relevant to a reflective practitioner.

Course Description

The course will provide information about current special education law, policies, and practice so that teachers and administrators can provide appropriate services to students with disabilities. Federal and Maine statutes, regulations, case examined as they relate to special education. Case studies will be used to allow students to apply legal and policy questions to real-life scenarios. This class will also expand the student’s understanding of public policy, systemic change, and practice in special education.


(free download)

Additional Sources: SED 520 Summer 2018 Blackboard site

Candidate Proficiencies, Key Assessment Tasks, and Tk-20 (None for this course)

Tk-20 Online Data Management System

Electronic Submission:
Your requirements in this course include the electronic submission of specific key assessment artifacts using via email to debrajean.scheibel@maine.edu. All students enrolled in degree programs that receive accreditation from NCATE are required to have a TK20 account and upload key assessments. Failure to upload the key assessment to Tk-20 when required could result in an incomplete or unsatisfactory grade. There is no TK-20 requirement for this course.
Incomplete grades:

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. If unable to attend a scheduled class the student is required to inform the instructor prior to the scheduled class that the student will not be attending and why. Each student is given one free pass of nonattendance per semester but will be required to inform the instructor as to the reason for nonattendance prior to the absence.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student’s advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student’s responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Course Instructional Objectives

This course will focus on five UMaine Candidate Proficiencies (some of which are taken from the Maine Standards for Initial Teacher Certification), as indicated below:

- **Proficiency 12 (Maine teacher standard 10):** Candidate demonstrates a strong professional ethic and a desire to contribute to the education profession. (CEC Standard 6, InTASC Standard 9)
- **CEC Standard 7, InTASC Standard 10:** Candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession.

There is no Key Assessment Task for this course.

Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will have knowledge of and understand the:

- Federal and State laws that govern special education.
- Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- State policies, and ethical principles regarding behavior management planning and implementation.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Law and policies that affect young children, families, and programs for young children.
In addition students will:

- read, discuss, and analyze current educational and content area,
- research/literature. Topics will include theories of educational research and implications for best educational practices, as well as issues of diversity,
- discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students’ learning styles, backgrounds, and special needs,
- research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in relation to their own beliefs and values as well as students’ learning styles, backgrounds, and special need,
- discuss ideas, concepts, and research/literature with faculty and peers, and
- analyze and discuss their backgrounds, beliefs, and values in relation to their teaching environment, historical and current issues, students, and community to enhances communication skills.

Grading and Course Expectations

Student Role

This is a graduate level course that builds upon the foundation of previous knowledge and experience in the special education field and/or graduate coursework. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals, who approach the course with a genuine desire to learn and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

Attendance and Participation

Regular class attendance and active participation in class discussion and activities is expected of all students. Active participation means attending class prepared to discuss the material and respond to question(s) from the instructor and fellow students. Students should be very familiar with the syllabus and information provided on the SED 520 Summer 2018 Blackboard site. Students are responsible for obtaining any information disseminated in a class they miss and complete all posted assignments. Students cannot miss more than one class meeting due to the amount of information covered in each class.

SED 520 topics can be controversial and spark heated discussions. Students are required to maintain a professional disposition during classroom discussions and narratives. (Please see the UMaine’s Professional Behaviors/Disposition Assessment document.) Students are requested to be clear and concise in their commentaries and refrain from the usage of judgmental and inflammatory language and personal attacks of opinions differing from their own.

Course Readings

Students will be assigned readings from the required text. Additionally, students will read relevant research articles, case law, or supplemental materials.
Required Text:


Maine Unified Special Education Regulations (MUSER) Chapter 101 at the Maine Department of Education Site: http://maine.gov/doe/specialed/laws/index.html (free download)

And other articles as assigned by the instructor.

Please note grade distribution is as follows:

<table>
<thead>
<tr>
<th>Assignment Component</th>
<th>Weekly Point Value</th>
<th>Semester Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>2.25</td>
<td>23.75</td>
</tr>
<tr>
<td>Reading Reflection</td>
<td>2.25</td>
<td>23.75</td>
</tr>
<tr>
<td>Case Law Review</td>
<td>2.25</td>
<td>23.75</td>
</tr>
<tr>
<td>Practical Application</td>
<td>2.25</td>
<td>23.75</td>
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<tr>
<td>Attendance/Participation</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Resubmissions to Meet Competency

It is recommended that each student attempt to demonstrate competency in all course areas by achieving a grade of "B" (80%) or better on each assignment, as well as the overall course grade. Students who do not reach this criterion have the option of resubmitting assignments with corrections or additions made according to the instructor’s recommendations. The original paper with the instructor’s comments must accompany papers rewritten for a second submission. Resubmission of assignment must be turned in by the subsequent class meeting.

Late assignments will be accepted within one week of the assigned due date at 50% of value unless discussed with the instructor prior to the assigned due date.

Students are required to adhere to the UMaine plagiarism policy. Students must cite work that is not their own thoughts or ideas. Recycled assignments will not be accepted.

Course Calendar  (See Calendar Tab)

Course Calendar Due Dates can be found on Blackboard SED 520 Summer 2018

A course calendar with due dates for assignments is provided with the syllabus on the SED 520 Google site. In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Additional Information about Evaluation
Course Evaluation

Student perception and evaluation of the course is valued by the instructor, the department, and the university. Methods for obtaining student perception and evaluation of the course will be requested. These evaluation procedures are both formative and summative.

Students will be requested to participate in a midterm survey of the course. Feedback from this survey will be used to inform future class interactions, assignments and content.

Individual Conferences

Students are encouraged to call or email the instructor periodically to discuss specific topics or for an informal chat.

Student Rating of Courses

Students are asked to complete the university approved course evaluation at the end of the Semester. These evaluations are not given to the instructor until after final grades have been given to the registrar’s office.

UMaine Policies and Special Notes

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.
- **Students with disabilities statement:** If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.
- **Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link http://catalog.umaine.edu/content.php?catoid=50&navoid=1001
- **Contingency Plan:** In the event of disruption of normal classroom activities due to unexpected circumstances, the format for this along with assignments and grading procedures may be modified to enable completion of the course. In that event, an addendum to this syllabus will supersede this version.
- **Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link http://www.umaine.edu/it/policies/communication.php
- College of Education and Human Development faculty are requesting your permission to obtain random samples of your work in all courses for our upcoming national and state accreditation teams’ visitations. Both CAEP (Council for the Accreditation of Educator Preparation) and MSBOE (Maine’s State Board of Education) have changed their criteria to include a greater emphasis on performance-based assessment of students’ learning outcomes. They are requiring actual student work as evidence of personal and professional growth in documenting the development of future classroom teachers. If you do not wish any of your materials retained for this purpose, please speak to your course instructor.
Many of the assignments and classroom activities of all COEHD courses are designed to provide for opportunities to address the eleven competencies of the state law, Chapter 114: The Maine Common Core Teaching Standards (InTASC Standards & ISTE Standards-T). As you become more aware of these areas and the respective performance indicators of each, you will be asked to collect evidence of your development into a working professional portfolio keyed to these critical competencies of a high quality novice classroom teacher.

All assignments are to be submitted during the class period (or designated time) on the date due. No late materials will be accepted, except those agreed to "in advance" by both the teacher candidate and instructor when extenuating circumstances exist. (Note: These materials will earn fewer points correlated to the actual time the instructor receives the paper or material.)

All formal written materials are to be word processed and carefully proofread prior to submission for a grade.

Class participation is expected in each class so all teacher candidates/education minors must limit the number of “unexcused absences” (absences other than those with written documentation for medical issues, religious holidays, bereavement, athletic scheduled games, or other extenuating circumstances.) to only two classes during the semester. Exceeding this number of “unexcused absences” will result in a meeting with your instructor to determine your status in the course. Your instructor reserves the right to adjust downwards the class participation/course grade of a teacher candidate/education minor whose attendance exceeds the “two class” criteria or assign an overall grade of “L”.

Diversity: Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies these identity groups, along with geographic region, in its definition of diversity and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation’s citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/
*Changes in the syllabus, including assignments and schedule, may occur at the discretion of the instructor.