

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		03-11	Apr 9/16/03	Apr 3/30/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Joseph E. Nolan	Email Address JNOLAN@iup.edu
Proposing Department/Unit Special Education & Clinical Services	Phone 724-357-5677

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

EDEX 103, Special Education Technology

Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*

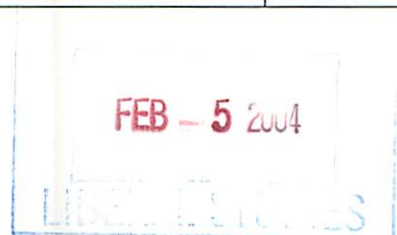
2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
 New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

Current program name *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	11-18-03
Department Chair(s)	<i>Joseph Domaracki</i>	11-18-03
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	11-18-03
College Dean	<i>[Signature]</i>	11/18/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	9-16-03

*where applicable



New Course Proposal

1. Section A: Details of the course

A1 This course specifically addresses the use of Assistive Technology in the classroom. It provides educators, service providers & parents an overview of assistive technology in areas of communication, mobility, education, recreation, vocation, independence, & therapy/rehabilitation. Emphasis is on developing awareness of the diversity of assistive technology currently available for individuals with disabilities. Specific applications of assistive technology devices which improve and maintain the functioning capabilities of individuals w/ disabilities are presented. Participants in this course will engage in independent learning activities and will receive information that will enable them to gather information about assistive technology devices, companies and related services.

A2 This course is recommended and results in no changes in any course content in the Education for Exceptional Persons program, nor any other program in the Special Education and Clinical Services Department.

A3 It has been offered 3 times as a undergraduate level special topics course in Spring, 1999, Spring 2002, and Fall, 2002.

A4 This is a recommended undergraduate course that has already attracted enrollees from all 4 programs in the department.

A5 This is a 3 credit undergraduate course; there is no option for variable credit.

A6 Comparisons: Attached are program descriptions from Rhode Island and Oklahoma, states who have provided leadership for all states in the development of special education and assistive technology practices. Each of the undergraduate programs includes specific course offerings in Special Education Technology. In Pennsylvania, many beginning special education teachers will be their district's sole resource for Special Education technology; therefore, there is increased need for undergraduate students to be prepared to provide special education technology services for students with disabilities.

A7 Standards: Standards must be met in the design and implementation of programs that prepare professionals who provide education for students with disabilities. The Council for Exceptional Children (CEC), an international organization created standards for professional practice and has established a competency list of knowledge and skills that every beginning special education teacher must demonstrate, *The CEC Common Core Knowledge and Skills* has been aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Standard 3 addresses differing approaches to learning and creating instructional opportunities for diverse learners. This is the foundation of this course. Additionally, Standard 4 addresses using a variety of

instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. This is mostly met by fulfilling the standards of the International Society for Technology in Education (ISTE). This course meets the majority of these standards.

Section B: Interdisciplinary Implications

B1 One instructor teaches this course. At this time, one instructor is adequate for teaching this course, which utilizes combined teaching methodologies of lecture, computer and assistive technology laboratory assignments which include digital portfolio assignments, web assisted research, and technology outreach projects with diverse populations in remote locations. All enrollees create digital portfolios consisting of their technology assignments prepared to meet the first step of the three step teacher education preparation process.

B2 This course is relevant to professional core courses in the College of Education in that any issue related to educating individuals with disabilities involves some form of assistive technology, low, medium or high.

B3. This course will not be cross-listed with any other departments.

B4 Students in the school of continuing education are welcome to enroll, particularly if they have an interest in the use of technology in Special and inclusive regular education classrooms.

Section C: Implementation

C1 No new faculty member is required to teach this course. In addition to the course developer, another faculty member in the department has expressed an interest in teaching this course either in a team teaching context, or alternate offerings, as needed. This course will be counted as one preparation and three hours of equated workload. Department FTE will accommodate the inclusion of this course as an annual course offering.

C2 The existing computer laboratory in Davis is adequate for this course in addition to the speech science lab. No laboratory supplies are needed. Library resources are adequate. No travel funds or miscellaneous costs are required.

C3 This course has no outside funding support.

C4 The course is to be offered two times in AY 2003-2004, Fall and Spring, and once a year thereafter, in the Spring.

C5 Because of its interdisciplinary nature, this course is more effective with various majors enrolled. It will be offered one section at a time.

C6 Typically, it is anticipated that 25 students will enroll. As in the past, we will continue to alert advisors throughout the college about the course offering until the course becomes established.

C7 No professional society recommends enrollment limits or parameters for this course.

C8 This course does not involve the use of distance education.

D. Miscellaneous

No additional information is needed.

2. Catalog Description:
Special Education Technology
EDEX 103
3 credit hours

Prerequisites: None

3c-01-3cr

This course specifically addresses the use of Assistive Technology in the classroom. It provides educators, service providers & parents an overview of assistive technology in areas of communication, mobility, education, recreation, vocation, independence, & therapy/rehabilitation. Emphasis is on developing awareness of the diversity of assistive technology currently available for individuals with disabilities. Specific applications of assistive technology devices which improve and maintain the functioning capabilities of individuals w/ disabilities are presented. Participants in this course will engage in independent learning activities and will receive information that will enable them to gather information about assistive technology devices, companies and related services.

**COURSE SYLLABUS
SPECIAL EDUCATION TECHNOLOGY
EDEX 103**

PREREQUISITES: None

3c-01-3cr

CATALOG DESCRIPTION

Addresses the use of Assistive Technology in the classroom in areas of communication, mobility, education, recreation, vocation, independence, & therapy/rehabilitation. Emphasis is on developing awareness of the diversity of assistive technology currently available for individuals with disabilities. Specific applications of assistive technology devices which improve and maintain the functioning capabilities of individuals w/ disabilities are presented. Participants in this course will engage in independent learning activities and will receive information that will enable them to gather information about assistive technology devices, companies and related services.

COURSE DESCRIPTION

This undergraduate course offered by faculty of the Special Education and Clinical Services Department is intended for majors of the department (Education of Exceptional Persons, Speech Language Pathology, Education of Deaf and Hard of Hearing Persons, & Rehabilitation). This course is intended to develop an ability for a special educator/therapist to use technology in the special education and inclusive classroom as well the ability to assess, select, design, and modify Assistive Technology for students with disabilities.

COURSE OBJECTIVES

Throughout and following this undergraduate level course, students will:

1. Demonstrate understanding of the human factors of students with disabilities as they apply to assistive technology.
2. Demonstrate understanding of the various component areas of assistive technology.
3. Demonstrate an understanding of the operating principles of the components of assistive technology.
4. Demonstrate an understanding of the levels of Assistive Technology and their application.

5. Demonstrate a working knowledge of assessment strategies for Assistive Technology.
6. Demonstrate knowledge of the internet as an assistive technology tool by completing internet based exercises pertaining to individuals with disabilities and their families
7. The student will be expected to demonstrate knowledge of classroom technology by mastering the assigned ISTE competencies outlined for beginning teachers.

TOPICAL OUTLINE

- A. Introduction and course overview (Week 1)
 - > Introduction to Computer Lab and course website
 - > Introduction to Portfolios
- B. Policy Foundation (Week 2)
 - > Legislative foundations of assistive technology in the U.S.
 - > Development of assistive technology systems
- C. Portfolio Development (Weeks 3-14)
 - > Introduction to Web Composer software (weeks 3-4)
 - > Home page design (week 5)
 - > Scanning artifacts (week 6)
 - > Incorporating artifacts (week 7)
 - > Including audio and video files (week 8)
 - > Transferring and saving onto storage drives and CD-ROM (weeks 13-14)
- D. Applications of Assistive Technology (weeks 3-9)
 - > Augmentative Communication (week 3)
 - > Mobility (week 4)
 - > Assistive Technology for individuals with Sensory Impairments (week 5)
 - > Assistive Technology applications and strategies for school system personnel. (week 6)
 - > Adaptive Environments in the workplace (week 7)
 - > Making sports and recreation activities accessible (week 8)
 - > Cause/effect switch design and repair (week 9)
- E. Technology in the classroom (weeks 3-10)
 - > Lesson planning (week 3)
 - > Purchasing Equipment and software (week 4)
 - > Using list serves (week 5)
 - > e-mail (week 6)
 - > Web quests (week 7)
 - > Inspiration (week 8)
 - > Evaluating web material (week 9)

- > PowerPoint (week 10)
- F. Assistive Technology Issues (weeks 11-14)
 - > Assistive Technology training (week 11)
 - > Creative financing of Assistive Technology (week 12)
 - > Community services (week 13)
 - > The user's perspective of Assistive Technology (week 14)

COURSE REQUIREMENTS

1. (5%) Class participation – Includes attending all scheduled class sessions and contributing to class discussions and activities in ways that demonstrate your understanding and synthesis of course materials and readings. Students will self-assess their participation, providing examples or other pertinent documentation.
2. (20%) Classroom Technology assignments – Students will demonstrate their competency of major concepts and technologies by completing 10 small pass/fail assignments that can be integrated into the digital portfolio.
3. (15%) Web quests – Students will demonstrate their ability to advocate for and support their students by solving several short case histories with solutions being supported by citing website URL addresses.
4. (15%) Technology Diversity Project – Students will establish either a tutorial or mentorship email relationship with a remote rural school district special education class via the internet. Special attention will be paid to First Nations schools in remote regions of North America.
5. (25%) Digital Portfolio – The digital portfolio is designed to measure the student's ability to synthesize their project work within the course into an organized portfolio that demonstrates their ability to develop curriculum with technology integrated within and to meet the requirements for Step 1 of the 3 step teacher education process.
6. (20%) Final Examination – The final examination will be a case history based on the textbook and information covered in class.

ATTENDANCE POLICY

Although there is no formal attendance policy for this class, it should be noted that participation and course journal requirements depend upon student attendance. If a student needs to miss class due to health or family emergency, or for a religious holiday, he or she should contact the instructor by phone or email prior to the missed class session.

COURSE TEXT

Rose, D.H., and Meyer, A. (2002) *Teaching Every Student in the Digital Age: Universal design for learning*. Alexandria: Association for Supervision and Curriculum Development

BIBLIOGRAPHY

Flippo, K.F., Inge, K.J., and Barcus, J.M. (1995) *Assistive Technology: A resource for School, Work, and Community*. Baltimore: Brookes.

King, T. W. (1999) *Assistive Technology: Essential Human Factors*. Boston: Allyn & Bacon.

Shelly, G. B.; Cashman, T. J.; Gunter, R. E.; & Gunter, G. A. (1999). *Teachers discovering computers: A link to the future.* Cambridge: Course Technology.

Subject: Re: support memo

From: Kurt Dudt <kdudt@iup.edu>

Date: Tue, 04 Nov 2003 17:14:51 -0500

To: "Dr. Joseph Domaracki" <Jwdomara@iup.edu>

Hi Joe, The department of Communication Media does not have a problem with your development of EDEX 103. Good luck in offering the course to your majors... kurt dudt chair CM

"Dr. Joseph Domaracki" wrote:

Kurt,

When you get a chance I would appreciate a memo of support from your department for our EDEX 103 Technology in Special Education course. It would be our department's equivalent of COMM 103. Joe Nolan and Jim Lentz collaborated on this project. It has been approved by UWUCC but I need a memo to get it through Senate. Thanks
Joe D.



Paul V. Sherlock Center on Disabilities

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Sherlock Center - RIC Assistive Technology Courses

Undergraduate:

SPED 380: Basic Principles and Practices in Assistive Technology

An introduction to the field of assistive technology (AT). Designed for those with little to no experience with technology, but with an interest/need to know how technology can be used to assist persons with disabilities. Covers the full range of AT options through practical activities, class discussions, and student projects. This is a great course for anyone wanting to learn the basics of assistive technology. No prerequisites.

Graduate:

SPED 545: Assistive Technology in the Classroom

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied assistive technology activities, materials, and approaches for integration within general and special education curricula. This course is offered for 3 graduate credits and is appropriate for graduate students in educational areas, practicing teachers, related service specialists, and school administrators. Prerequisites: Graduate standing, and basic knowledge and skills in computer and/or assistive technology.

SPED 580: Augmentative Communication Technology

A practical examination of augmentative/alternative communication (AAC) technology strategies and techniques. Focus will be on the use of AAC tools in educational settings, including AAC principles, strategies for identification, selection criteria, trans-disciplinary goals and facilitating AAC use in the classroom. Prerequisites: Graduate standing, and basic knowledge and skills in computer/assistive technology. (Additional coursework is just around the corner...)

BACHELOR OF SCIENCE IN EDUCATION SPECIAL EDUCATION

GENERAL EDUCATION Courses that are required are in bold type.

REQUIRED HOURS	48-49
Communication	8
ENGL 1113 English Composition I	
ENGL 1213 English Composition II	
SPCH 1312 Basic Speech	
Mathematics	6
MATH 1433 Structural Concepts in Arithmetic	
MATH 1443 Structural Concepts in Math	
Computer Application/Technology	2
COMSC 1022 Computers and Information Access	
TECH 1122 Technology & Society	
Economics	3
ECONO 1113 Contemporary Economics	
Health and Physical Education	3
HPE R 1133 Wellness Concepts and Exercise App (includes 1 hour lab)	
Natural Sciences	8
SCI 3114 Biological Science for Elem Tchrs	
SCI 3214 Physical Science for Elem Tchrs	
Fine Arts and Humanities	6
ART 1222 Art Survey	
LIT 2412 Introduction to Literature	
MUSIC 1012 Introduction to Music I	
PHILO 1452 Introduction to Philosophy	
U.S. History and Government	6
HIST 1063 U.S. History	
POLSC 1103 American Government and Politics	
International and Cultural Studies	6-7
HIST 1033 World History	
GEOG 1103 World Cultural Geography	
POLSC 1153 World Relations and Politics	
Foreign Language (4 hr/ includes 3 hr class & 2 hr lab)	
Behavioral/Social Science	3
PSYCH 1003 General Psychology	
SOCIO 1003 Introduction to Sociology	

FOR INFORMATION CONTACT:
Dr. Lowell Gadberry, Chair
Elementary/Secondary Programs
(580) 774-3288
email: gadberl@swsu.edu

Special Education Major Code No. 735

Required Courses	16
MATH 1503 Algebra for Elementary Teachers	
MATH 2133 Geometry for Elementary Teachers	
SCI 3314 Geological Science for Elem Teachers	
RDNG 3423 Teaching Reading I	
LIT 4463 Children's Literature	
Specialization	27
SPCED 3213 Introduction to Special Education	
SPCED 4623 Instruct Con/Pract for Students M/M	
SPCED 4613 Instruct Cont/Pract for Students S/P	
SPCED 4223 Detecting & Correcting Spec Problems	
SPCED 4852 Enhanc Comm/Coll in the Trans Proc	
SPCED 4362 Legal and Ethical Prac in Spec Educ	
ECED 4162 Perceptual Dev in Infants/Toddlers	
SPCED 4762 Technology in Special Education	
SPCED 3433 Assess, Diag/Eval of Except Child	
SPCED 4862 Planning/Manag the Tchng Environ	
SPCED 4811 Prac (Camp) - Sev/Prof & Mult Disab	
SPCED 4821 Prac (Camp) - Mild/Mod Disabilities	
Professional Education Requirements	33
Certificate/Foundations Courses	
EDUC 2113 Foundations of Education	
SPCED 3132 Exceptional Children	
PSYCH 3213 Developmental Psychology	
Foreign Language Proficiency (Required)	
Pre-Professional Semester	
LIBED 3423 Media & Technology	
EDPSY 3453 Educational Psychology (Elem)	
OR EDPSY 3653 Educational Psychology (Sec)	
ELEM 4613 Educ Tests & Meas (Elem)	
OR SECED 4813 Educ Tests & Meas(Sec)	
ELEM 4833 Principles of Teaching Elementary	
OR SECED 4823 Principles of Teaching Secondary	
Professional Semester	
EDUC 3321 Multicultural/Special Populations	
EDUC 4021 Critical Issues in Education	
EDUC 4041 Classroom Management	
ELEM 4765 Student Teaching in the Elem Schl	
SECED 4965 Student Teaching in the Sec Schl	
Electives to bring total to	124

REGULATIONS PERTAINING TO GRADUATION

Minimum credit hours for graduation	124
Minimum credit hours in the liberal arts & sciences	55
Minimum credit hours in upper-division (3000/4000 courses)	40
Minimum credit hours (3000/4000 courses) in major completed at SWOSU	8
Minimum credit hours at SWOSU (including last 8)	30
Minimum Grade Point Average in all coursework	2.50

SPECIAL EDUCATION (CODE 735)

Suggested Course Sequence

FIRST YEAR		SECOND YEAR	
FIRST SEMESTER	SECOND SEMESTER	FIRST SEMESTER	SECOND SEMESTER
1001 Freshman Orient* 1	1003 Gen Psych 3	1063 U S History..... 3	1103 World Cult Geog..... 3
1022 Comp Info Acc 2	1103 Amer Govt & Pol 3	1113 Cont Econ..... 3	3114 Biol Sci Elem Tchr 4
1033 World History 3	1133 Wellness Conc 3	1443 Struc Conc Math 3	3213 Dev Psych..... 3
1113 English Comp I 3	1213 English Comp II 3	2113 Found of Educ 3	3423 Tch Reading I..... 3
1312 Basic Speech 2	1433 Struc Conc Arit..... 3	3132 Excep Child..... 3	3423 Media & Tech 3
2 hrs Fine Arts & Hum..... 2	2412 Intro to Lit..... 2	2 hrs Fine Arts & Hum 2	
3214 Phys Sci Elem Tchr... 4		English Proficiency Exam**	
Total:..... 17	Total:..... 17	Total:..... 16	Total:..... 16

+Summer - 4811 Practicum-Severe/Prof, MD (Camp)

THIRD YEAR		FOURTH YEAR	
FIRST SEMESTER	SECOND SEMESTER	FIRST SEMESTER	SECOND SEMESTER
1503 Algebra Elem Tchr 3	2133 Geom Elem Tchr 3	3433 Assess Diag & Eval.....3	3321 Multicul/Spec Prob 1
3213 Intro to Spec Ed..... 3	3314 Geol Sci Elem Tchr 4	4223 Det& Corr Spec Prob.. 3	4021 Critical Issues..... 1
3453/3653 Educ Psych..... 3	4162 Perc Dev Inf & Todl... 2	4623 Inst Cont/Prac M/M.. 3	4041 Classrm Mngmt..... 1
4463 Children's Lit..... 3	4762 Legal & Eth Prac 2	4613 Inst Cont/Prac S/P..... 3	4665 Student Tchng Elem... 5
4613/4813 Ed Tst/Meas 3	4762 Tech in Spec Ed..... 2	4833/4823 Prin Tch El/Sec. 3	4765 Student Tchng Sec..... 5
4852 Enhan Comm & Coll. 2	4862 Plan & Mng Tch Env.. 2		
Total:..... 17	Total:..... 17	Total:..... 15	Total:..... 13

++ Summer - 4821 Practicum - Mild/Moderate (Camp)

* First time entering Freshmen need to take 1001 Freshman Orientation

** If applicable. See English Proficiency Program under the General Academic Information Section.

SPCED 3433 ASSESSMENT OF EXCEPTIONAL INDIVIDUALS

Study of formal and informal assessment procedures appropriate for the evaluation of all ages with special learning needs. Students construct, administer, score and/or interpret norm-referenced tests, and informal assessment procedures. **Prerequisite:** Admission to School of Education. F, SU

SPCED 4163 INSTRUCTIONAL CONTENT AND PRACTICES FOR STUDENTS WITH SEVERE, PROFOUND OR MULTIPLE DISABILITIES

A field based course which concentrates on the study, development, and practice of teaching techniques, instructional strategies and curriculum models for teaching students with severe or profound levels of disability in a variety of educational settings throughout the lifespan. Note: This course includes a requirement of 16 hours of supervised field experience. **Prerequisite:** Admission to School of Education. F

SPCED 4223 DETECTING & CORRECTING SPECIAL PROBLEMS IN THE INCLUSIVE CLASSROOM

Strategies to prevent, alter, improve, and maintain social, emotional, and academic behaviors of the exceptional child in the inclusive classroom and community. **Prerequisite:** Admission to School of Education. F, SU

SPCED 4362 LEGAL & ETHICAL PRACTICES IN SPECIAL EDUCATION

Study of Special Education law as it affects teachers and professionals in the public school. Special emphasis is placed on policies and procedures, Manifestation Determinations, Alternate placements, Individual Education Planning (IEP) and due process. This course is team taught by administration and special education faculty. **Prerequisite:** Admission to School of Education. SP

SPCED 4623 INSTRUCTIONAL CONTENT AND PRACTICES FOR STUDENTS WITH MILD OR MODERATE DISABILITIES

A field based course concentrating on the study, development and practice of teaching techniques, instructional strategies and curriculum models for teaching students with mild or moderate levels of disability in a variety of educational settings throughout the lifespan. Note: This course includes a requirement of 16 hours of supervised field experience. **Prerequisite:** Admission to School of Education. F

SPCED 4762 TECHNOLOGY IN SPECIAL EDUCATION

Study of assistive technology utilized in schools to enable children with disabilities to maximize their learning potential. The student is familiarized with all dimensions of AT from computer assisted instruction to cause effect switches. **Prerequisite:** Admission to School of Education. SP

SPCED 4811 PRACTICUM - SEVERE, PROFOUND OR MULTIPLE DISABILITIES (CAMP)

Supervised outdoor camp experience in designing and implementing educational, recreational, and leisure time activities. **Prerequisite:** Admission to School of Education. SU

SPCED 4821 PRACTICUM - MILD OR MODERATE DISABILITIES (CAMP)

Supervised outdoor camp experience in designing and implementing educational, recreational, and leisure time activities. **Prerequisite:** Admission to School of Education. SU

SPCED 4852 ENHANCING COMMUNICATION AND COLLABORATION IN THE TRANSITIONAL PROCESS

Study of educational strategies and curriculum models for secondary special needs students, and transitional programs from birth to adulthood. **Prerequisite:** Admission to School of Education. F, SU

SPCED 4862 PLANNING AND MANAGING THE TEACHING ENVIRONMENT

Study of curriculum issues and instructional strategies for teaching special needs students in a variety of classroom settings. Emphasis is placed on writing the Individual Education Plan and its components (transition plans, behavior plans and modification to instruction). **Prerequisite:** Admission to School of Education. SP

SPCED 5163 INSTRUCTIONAL CONTENT AND PRACTICES FOR STUDENTS WITH SEVERE, PROFOUND OR MULTIPLE DISABILITIES

A field based course which concentrates on the study, development, and practice of teaching techniques, instructional strategies and curriculum models for teaching students with severe or profound levels of disability in a variety of educational settings throughout the lifespan. Note: This course includes a requirement of 16 hours of supervised field experience. **Prerequisite:** Admission to Graduate Program. F

SPCED 5213 INTRODUCTION TO SPECIAL EDUCATION

Study of the causative-correlation factors, physical and emotional characteristics of students with disabilities at each developmental level. Special emphasis is placed on the issues and trends surrounding the identification and educational need of the students with disabilities. **Prerequisite:** Admission to Graduate Program. F, SP, SU

SPCED 5223 DETECTING & CORRECTING SPECIAL PROBLEMS IN THE INCLUSIVE CLASSROOM

Strategies to prevent, alter, improve, and maintain social, emotional, and academic behaviors of the exceptional child in the inclusive classroom and community. **Prerequisite:** Admission to Graduate Program. F, SU

SPCED 5362 LEGAL & ETHICAL PRACTICES IN SPECIAL EDUCATION

Study of Special Education law as it affects teachers and professionals in the public school. Special emphasis is placed on policies and procedures, Manifestation Determinations, alternate placements, Individual Education Planning (IEP) and due process. This course is team taught by administration and special education faculty. **Prerequisite:** Admission to Graduate Program. SP