

Murray State University

DEPARTMENT: Adolescent, Career, and Special Education

COURSE PREFIX: SED COURSE NUMBER: 300 CREDIT HOURS: 3

I. TITLE: Educating Students with Disabilities

II. COURSE DESCRIPTION AND PREREQUISITES: This course introduces students to state and federal laws impacting the education of students with disabilities, prepares them to work collaboratively with other professionals and parents, and teaches them a variety of effective instructional techniques/strategies. It also increases their awareness of the special organizations, associations, and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Field experience required.

Prerequisites: None

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference Kentucky Teacher Performance Standards (KTPS), Council for Exceptional Children (CEC) Standards, and Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards addressed by that objective. Upon successful completion of this class, the student will be able to

- A. develop a teaching philosophy which reflects appropriate attitudes toward students with disabilities and their inclusion in general education (KTPS/ InTASC # 1, 4; CEC # 1);
- B. discuss state and federal laws/legislation impacting the education of students with disabilities (KTPS/InTASC; # 9; CEC # 6);
- C. participate in a Mock ARC and write a reflection on the collaborative efforts (KTPS/InTASC # 1, 2, 4, 5, 6, 7, 10; CEC # 1, 4, 5, 7);
- D. discuss multicultural aspects resulting in overrepresentation of minority or culturally diverse populations in special education classes (KTPS/ InTASC # 1, 6 CEC # 1, 6);
- E. discuss the collaborative roles of general education teachers, special education teachers, related service providers, and parents impacting effective inclusion (KTPS/ InTASC # 1, 2, 5, 7; CEC # 1, 2, 5, 7);
- F. discuss the definition, prevalence, identification, and characteristics of students with disabilities in the classroom (KTPS/InTASC # 1; CEC # 1);
- G. describe special teaching strategies and positive behavior/motivational strategies for students with disabilities (KTPS/InTASC # 1, 2, 3, 7, 8; CEC # 1, 2, 3, 4, 5);
- H. demonstrate the ability to adapt selected curriculum materials (KTPS/ InTASC # 1, 2, 7, 8; CEC # 1, 3, 5);
- I. discuss strategies for socially integrating students with disabilities in the general education classroom (KTPS/ InTASC # 1, 2, 7, 8; CEC # 1, 3);

- J. discuss strategies for meeting the needs of students with disabilities and their families (KTPS/ InTASC # 1, 2, 7, 8; CEC # 1);
- K. interact with a parent, sibling, or caregiver of an individual with disabilities (KTPS/InTASC # 1, 5)
- L. visit and reflect on the supportive services to students and families offered at Family Resource Centers in Kentucky schools (KTPS/InTASC # 5, 10; CEC # 1, 7);
- M. participate in field experience in a diverse setting (KTPS/InTASC # 5, 10/CEC # 1, 6); and
- N. write professionally for the field of special education (KTPS/InTASC # 10 CEC # 1, 6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on four course activities: mock ARC, field experience, school based family resource center (FRYSC), and interaction with the parent of a student with disabilities.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap are explored in the course through the various textbook chapters, which cover all four topics, and additionally, in the focus of the Mock ARC and specific field assignments.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky state documents, including Kentucky Teacher Standards (KTS), Kentucky Education Professional Standards Board (EPSB) requirements, and Interstate Teacher Assessment and Support Consortium's Model Standard will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- a. What is Special Education? Policies, procedures, and laws
- b. Individualized Special Education Programs/Co-Teaching & Collaboration
- c. Cultural and Linguistic Diversity
- d. Learning Disabilities and Response to Intervention
- e. Attention – Deficit Hyperactivity Disorder
- f. Emotional and Behavior Disorders
- g. Mental Retardation
- h. Autism Spectrum Disorders
- i. Speech & Language Impairment
- j. Low Incidence Disabilities
- k. Gifted and Talented
- l. Families of individuals with disabilities/Organizational resources
- m. Effective instructional strategies and positive behavior management

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion

- C. Cooperative learning activities
- D. Reading material and response activities
- E. Chapter quizzes
- F. Written assignments
- G. Group presentations
- H. Video presentations
- I. Guest Speakers
- J. Research assignments
- K. Exams

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Seven (7) hours of field experience are required for this course, including a diversity field experience and a visit to a Family Resource Center. The mandated field experience is a visit to a culturally diverse school setting where students will observe and assist in a classroom of their major. An additional visit to a Family Resource/Youth Center is required. Students will interact with a parent of a student with disabilities during a guest speaking presentation. A written reflection of the field experience, visit to Family Resource Center, and the parent interaction will be posted on LiveText. Failure to successfully complete any aspect of the field experiences will result in an incomplete or failing grade. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Smith, T., Polloway, E., Patton, J., & Dowdy, C. (2015). *Teaching Students with Special Needs in Inclusive Settings (7th Ed.)*, New York, NY: Pearson Publishing, ISBN 013377337X.

Sprick, R., Garrison, M. & Howard, L. (2009). *CHAMPs: A proactive and positive approach to classroom management (2nd Ed.)*. Eugene, OR: Pacific Northwest.

College LiveText – EDU Solutions Student Membership (www.livetext.com)

- A. Canvas
- B. Professional Publications
- C. The IRIS Center, Vanderbilt University
- D. Self-selected books, articles, and activities

VIII. EVALUATION AND GRADING PROCEDURES:

*Please Note: Although activities and grading procedures may vary by instructor, the following items are course requirements and all sections must use the same scoring rubric. The ** assignments are LiveText common course assignments. The *** is a partial requirement for Task E of the TPA portfolio.*

<u>Assignment</u>	<u>Points</u>
Mock ARC**	100
Field Experience**	100

Positive Behavior Systems- Task E***	50
Family Resource Center Visit	25
Interaction with Families of Individuals with Disabilities	25

Grades will be awarded for performance in accordance with the MSU scale.

Percentage	Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 - 59%	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

