

Murray State University
COURSE SYLLABUS

Revised Fall 2013

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 400 CREDIT HOURS: 3

I. TITLE:

Characteristics of Students with Mild Disabilities

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course includes an overview of the educational characteristics of children and youth with mild disabilities and legal requirements of the Individual Education Plan component of federal and state laws. Participants will gain skill in writing individual education plans for students with mild disabilities and information regarding service delivery models. Field experience required.

Prerequisites(s): SED 300

III. COURSE OBJECTIVES:

Class activities will focus on attaining course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), IECE, and CHETL standards addressed by that objective. Upon successful completion of this course, the student will be able to

- A. develop an understanding of the foundations of education with an emphasis on special education laws (KTS #1; IECE #4; CHETL #5),
- B. identify causes and characteristics of mild disabilities (KTS #1; IECE #1; CHETL #2),
- C. examine the pros and cons of collaboration with regular education (KTS #3, 4; IECE #1; CHETL #4),
- D. connect knowledge of student learning style with instructional models (KTS #1, 2, 3, 5; IECE #3, 4; CHETL #4),
- E. analyze importance of classroom organization and classroom management to classroom success (KTS #3, 4; IECE #1, 4; CHETL #3),
- F. examine appropriate and successful ways to form family partnerships (KTS #5, 7, 8; IECE #4; CHETL #4),
- G. demonstrate an understanding of the necessity of social skills through class discussion (KTS #2, 4; IECE #1; CHETL #3, 4), and
- H. write professionally for the field of special education (KTS #1; CHETL #2).

The COE Theme of Reflective Decision Maker is addressed in this course by requiring students to reflect on journal articles. Students will reflect on each article and specifically on what they can take from the article into the classroom.

The EPSB Themes of Diversity, Literacy/Reading, and Closing the Achievement Gap are examined through this course in various chapters in the text and through activities such as prevalence of disabilities, readability of textbooks, and positive collaboration methods.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky State documents, including SB1 Initiatives (e.g., Common Core State Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Foundations of Education
- B. Mild Mental Retardation
- C. Behavior/Emotional Disorders
- D. Specific Learning Disabilities
- E. Inclusive Classrooms
- F. Learning and Teaching
- G. Instructional Modifications
- H. Classroom Management
- I. Social Skills
- J. Family Partnerships
- K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Collaborative learning activities
- C. Written assignments
- D. Video presentations
- E. Exams
- F. Quizzes
- G. Journal articles

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

Field hours will consist of 2 hours for co-teaching observation in a public school setting.

VII. TEXT(S) AND RESOURCES:

Henley, M, Ramsey, R. S., and Algozzine, R.(2008). *Characteristics of and strategies for teaching students with mild disabilities*. 6th ed. Boston, MA: Allyn and Bacon.

- A. Waterfield Library at Murray State University
- B. RACERtrak, ERIC, and the Internet
- C. MSU Computer Labs
- D. Curriculum Material Center in Alexander Hall

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Assignment	Points
Journal reflection (7 @ 20 points each)	140
Exams (midterm and final @ 100 each)	200
*Class presentations (4 @ 25 points each)	100
Chapter activities (4 @ 20 points each)	80
Classroom observation and write up	25

****Although activities and grading procedures may vary by instructor the * items are required in all sections must use the same scoring rubric.*

Specific Assignment Requirements:

Journal articles (140) Students are to read an article from a professional publication dealing with each chapter discussed in the text. The appropriate format for the reflection will be supplied by the instructor.

Exams (200) Students will be given a midterm and final examination each worth 100 points.

Class presentations (100) Students have a minimum of four (4) class presentations during the semester each being worth 25. These presentations will deal with the areas of learning styles, litigation and law, behavior strategies, and professional organizations.

Chapter activities (80) Students will for four (4) chapters have an activity which could include, but not be limited to creating and presenting a social story, using a Venn diagram to compare and contrast, write and answer questions for a chapter review, and create and explain a graphic organizer.

Classroom observation (25) Students will observe an assigned co-teaching classroom and write up a summary of what they observed. This assignment will be posted in LiveText.

B. Evaluation

Student's attendance and participation will be considered when calculating the final grade. Work not turned in on due date will have 3 points subtracted from the grade for each day it is late.

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*.

Attendance is important and roll is taken daily. You will be expected to sign in for documentation of attendance. After two (2) absences the student must meet with the instructor. After missing three hours of classes, a student's final grade will be lowered a minimum of one letter grade and will result in a flag.

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 or application for employment, admissions, or other 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.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more 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.**

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.

Only enrolled students may attend class unless preauthorized by the instructor.

Cell phone usage and texting is prohibited during class time. Students who choose to use their cell phone will be asked to leave the class and will be marked absent.