

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 605 CREDIT HOURS: 3

I. TITLE: Characteristics and Needs of Children and Youth with Mild Disabilities

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course surveys the etiologies, characteristics, and learning styles of children and youth with mild disabilities. State and federal definitions for each category of disabilities under the learning/behavior disability (LBD) certification will be examined. This course should precede SED 625.

Prerequisite(s): 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 the Kentucky Teacher Performance Standards and Certification (KTPS), Council for Exceptional Children (CEC) and the InTASC Model Core Teaching Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** state etiologies of LBD categories (KTPS/InTASC # 1, 2; /CEC # 2);
- B.** list common educational and social characteristics of students with mild disabilities (KTPS/InTASC # 1, 2; CEC # 2);
- C.** demonstrate the principal model of service delivery applied to students qualifying in the EBD category including the behavioral model, the psychodynamic model, the biophysical model, the ecological model, etc. (KTPS/InTASC # 4, 5; CEC # 3);
- D.** discuss effective instructional methods used with students with mild disabilities (KTPS/InTASC # 7, 8; CEC # 3);
- E.** state and federal definitions of LBD categories (KTPS/InTASC # 4; CEC # 6);
- F.** report the differences and commonalties found in the mild disability categories (KTPS/InTASC # 5; CEC # 2, 4); and
- G.** write professionally for the field of special education (KTPS/InTASC # 5, 9; CEC # 6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on student differences.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in this class. Students will demonstrate knowledge of the different characteristics of people with mild disabilities. They will learn what is involved in assessing these disabilities and what must be done to help these students achieve.

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

Note: LBD refers to students with mild disabilities that qualify for special education services under the categories of Emotional-Behavioral Disorders (EBD), Specific Learning Disabilities

(SLD), Mild Intellectual Disabilities (MID), and Other Health Impaired (OHI).

IV. CONTENT OUTLINE:

- A. State and Federal Definitions of LD, EBD, MID & OHI categories
- B. Prevalence of LD, EBD, MID & OHI categories
- C. Characteristics LD, EBD, MID & OHI categories
- D. Characteristics for teaching students with mild disabilities
- E. Adapting instruction
- F. Instructional models for students with mild disabilities
- G. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Reading and videos. Library work.

Portfolio: The Case Study and Research Paper assignments are required to be posted on Livetext under this course number.

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

None

VII. TEXTS AND RESOURCES:

Raymond, E. B. (2011). *Learners with mild disabilities: A characteristics approach*. 4th ed. Boston, MA: Allyn & Bacon.

Livetext for portfolio management

Students must have internet access for research.

Internet and Library

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements

Quizzes	5 @ 10 pts each	50 pts
Reflections	4 @ 25 pts each	100 pts
Article Reviews	2 @ 25 pts each	50 pts
Research-based position paper		100 pts
Case Study		100 pts

B. Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E = 0-59%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. The course is online. Students are expected to check the website **at least weekly on the assigned check in date (Wednesday)**.

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 AND STUDENTS WITH DISABILITIES:

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).