

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER 631 COURSE HOURS: 3

I. TITLE: Nature and Needs of Individuals with Moderate to Severe Disabilities

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course is a survey of classification, identification, diagnostic techniques and intervention procedures used in the education and training of individuals with moderate to severe disabilities.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the 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 Performance Standards and Certification (KTPS), CHETL, and IECE standards addressed by that objective. Upon successful completion of this class, the student will be able to

- A. demonstrate knowledge of national and Kentucky definitions, etiologies, and incidence/prevalence data related to the population with moderate to severe disabilities (KTPS/IECE #8; CHETL #3, 4, 5);
- B. develop and articulate a philosophy of working with persons with moderate to severe disabilities (KTPS/IECE #7, 8; CHETL #4, 5);
- C. discuss a value-based approach of teaching children with moderate to severe disabilities focusing on ability, similarities with children without disabilities and with a focus on the family (KTPS/IECE #7, 8; CHETL #4, 5);
- D. identify and discuss issues of social, cultural, intellectual diversity of moderate to severe disabilities (KTPS/IECE #7, 8; CHETL #4, 5);
- E. identify and discuss ethical issues related to individuals with moderate to severe disabilities (e.g., sterilization, euthanasia, educability, integration/inclusion, geriatric issues, and sexuality (KTPS/IECE #7, 8; CHETL #4, 5);
- F. identify and discuss educational outcomes for persons with moderate to severe disabilities (e.g., community participation, independence, social membership (KTPS/IECE #7, 8, 6; CHETL #4, 5);
- G. identify stages and issues in human growth and development for students without disabilities and compare these to the population with moderate to severe disabilities (KTPS/IECE #8; CHETL #4, 5);
- H. identify key issues in site-based management as related to students with moderate to severe disabilities (KTPS/IECE #1, 2, 3; CHETL #4, 5);
- I. identify transition stages across the age span (Birth --21) (KTPS/IECE #8; CHETL

- #4, 5);
- J. discuss Department of Labor regulations, SSI, workmen's compensation in community-based vocational training programs for individuals with moderate to severe disabilities (KTPS/IECE #8, 7; CHETL #3, 4, 5);
 - K. locate and access information and resources related to identified professional and instructional issues for individuals with moderate to severe disabilities (KTPS/IECE #8, 7, 9; CHETL #2, 3, 4, 5);
 - L. demonstrate knowledge of professional development opportunities at the local, state, and national levels (KTPS/IECE #8, 7; CHETL #4, 5);
 - M. evaluate professional behavior using a professional ethics document (e.g., CEC Code of Ethics and Standards for Professional Behavior) (KTPS/CHETL #2, 3, 4, 5); and
 - N. write professionally for the field of special education (KTPS/CHETL #2).

The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect through the course activities of a position paper evaluating definitions of moderate to severe disabilities and conducting a person centered interview.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in the course through various chapters within the text such as Functional Assessment, Systematic Instruction, Age-Appropriate Skills, Inclusion and Community-Based Instruction. The EPSB Theme of Diversity is explored through the course activities of a position paper evaluating the definition of moderate to severe disabilities and a person centered interview with the caregivers of students with moderate to severe disabilities.

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.

IV. CONTENT OUTLINE:

- A. Definitions, etiologies, and incidence/prevalence of moderate to severe disabilities
- B. Historical and philosophical perspectives on the education of individuals with moderate to severe disabilities
- C. Social, cultural, ethical and human rights issues in the field of moderate to severe disabilities
- D. Educational outcomes for students with moderate to severe disabilities
- E. Addressing development stages, health care and medical issues for individuals with moderate to severe disabilities
- F. Site-based management and educational programs for students with moderate to severe disabilities
- G. Regulations affecting community-based vocational training for students with moderate to severe disabilities
- H. Accessing information for program development and implementation
- I. Ethical and Professional Behavior
- J. Working with families of children with moderate to severe disabilities

K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion
- C. Simulations
- D. Cooperative learning activities
- E. Reading Material
- F. Chapter quizzes and exams
- G. Written assignments
- H. Individual and/or group presentations
- I. Guest speakers
- J. Video and other media
- K. Research assignments
- L. A portfolio entry is required

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

None

VII. TEXT(S) AND RESOURCES:

Snell, M. and Brown. F. (2011). *Instruction of students with severe disabilities*. Upper Saddle River, NJ: Pearson.

Livertext for portfolio management.

Other readings as assigned by the instructor.

Waterfield Library

Blackboard

Self-selected books and articles

RACERtrak, ERIC, and the Internet

Professional publications

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements

Best practices paper	50 pts.
Person centered interview	50 pts
Ecological/discrepancy assessment	50 pts
Teaching Guide assignment	50 pts
Journal article reviews (2 @ 25pts)	50 pts
Classroom management project	50 pts
Quizzes (10)	100 pts

B. Grading Scale

A = 93 - 100%
B = 86 - 92%
C = 79 - 85%
D = 72 - 78%

E = 0 - 71%

* Any student with special learning needs should contact the instructor. Any student not progressing well in the course should contact the professor for an appointment to discuss how to improve understanding.

IX. ATTENDANCE POLICY:

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

Attendance and participation in this class is critical. You are expected to read the required readings for each class ahead of time and come prepared to participate. If you must miss a class, notify the instructor prior to the scheduled class. Excessive absences (2 or more) will result in a lowered grade in the course.

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).