Murray State University
COURSE SYLLABUS

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 PREREQUISITE(S):
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.
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 advocated by 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 standards, and CHETL standards addressed by that objective. Upon successful completion of this class, the student will be able to
A. develop a teaching philosophy reflective of appropriate attitudes toward various diversities and their inclusion in general education (KTS #1, 3, 7; IECE #5; CHETL #1);
B. discuss state and federal laws/legislation impacting the education of students with disabilities (KTS #1; IECE #1);
C. participate in a Mock ARC and write a reflection of the collaborative efforts (KTS #1, 7, 8; IECE #8; CHETL #1, 4);
D. discuss multicultural aspects resulting in overrepresentation of minority or culturally diverse populations in special education classes (KTS #1, 7; IECE #4);
E. discuss the collaborative roles of general education teachers, special education teachers, related service providers, and parents impacting effective inclusion and co-teaching (KTS #7, 8; IECE #6, 8; CHETL #3);
F. discuss the definition, prevalence, identification, and characteristics of students with disabilities in the classroom (KTS #1);
G. describe special teaching and behavioral strategies effective with students with disabilities and write a motivational paragraph for the eligibility portfolio (KTS #1, 2, 3, 7; IECE #1, 2, 3, 4; CHETL #1, 5);
H. discuss accommodations and modifications appropriate for students with disabilities (KTS #1, 2, 6; IECE #1, 3, 4; CHETL #1, 3);
I. discuss strategies for socially integrating students with disabilities in the general education classroom (KTS #2, 3, 7; IECE #1, 2, 3, 4; CHETL #1, 3);
J. discuss strategies for meeting the needs of students with disabilities and their families (KTS #2, 5, 6, 8; IECE #6, 8);
K. identify major organizations and advocacy groups supportive of students with disabilities (KTS #1, 8; IECE #6, 7, 8);
L. participate in field experience in a diverse setting (KTS #9; CHETL #1, 2); and
M. write professionally for the field of special education (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on three course activities: mock ARC, field experience, and lab assignment.

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 lab assignments.

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

IV. CONTENT OUTLINE:
A. What is Special Education? Making a Difference
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. Intellectual Disabilities
H. Autism Spectrum Disorders
I. Communication
J. Other Disabilities
K. Gifted and Talented
L. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture and discussion
B. Small group discussion
C. Cooperative learning activities
D. Reading material
E. Chapter quizzes
F. Written assignments
G. Individual and/or 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. The mandated field experience is a visit to a culturally diverse school setting. Students will observe in a classroom of their major and will attend an orientation of the Family Resource/Youth Centers at the assigned school. Failure to successfully complete any aspect of the field experiences will result in an incomplete or failing grade.

VII. TEXT(S) AND RESOURCES:

College LiveText – EDU Solutions Student Membership

A. Blackboard
B. Waterfield Library at Murray State University
C. Internet/My Lab School
D. Self-selected books, articles, and activities
E. MSU Computer Centers
F. Professional Publications

VIII. EVALUATION AND GRADING PROCEDURES:
Please Note: Although activities and grading procedures may vary by instructor, the * items are course requirements and all sections must use the same scoring rubric. The ** assignments are Livetext course documents. The *** assignment is a partial requirement for Task E of the eligibility portfolio. No rubrics are provided for quizzes and exams which are at the instructor’s discretion.

A. Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td><em>Mock ARC</em>*</td>
<td>100</td>
</tr>
<tr>
<td>* Field Experience**</td>
<td>100</td>
</tr>
<tr>
<td><em>Champs – Task E</em>**</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes/Exams</td>
<td>Determined by instructor</td>
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Specific Assignment Requirements:

Mock ARC (100 pts): Students will be given group assignments and will prepare for their assigned role in a Mock Admission and Release Committee (ARC) to be presented to the class. Each group will be given a scenario reflecting the responsibilities and rights
of the professionals, the student, and the family as they collaborate in the planning of an appropriate educational program for the student. Students will write a summative and reflective paper on the ARC process. Scoring will follow the criteria on the Mock ARC rubric (KTS # 8). The reflection will be submitted as a common course assignment in Livetext.

Field Experience (100 pts): Students will participate in a mandated field experience at a culturally diverse school. Students will observe in classrooms of their major. All students must be dressed appropriately per Teacher Education Services guidelines during field experiences. Students will write a summative and reflective paper based on their observations. Scoring will follow the criteria on the Field Experience Rubric.

CHAMPs/LiveText: CHAMPs is a positive and proactive classroom management approach which is being embedded throughout courses within the College of Education. After reading Chapter 7 Motivation and Chapter 8 Class-wide Motivation Systems and participating in the class discussions, an individual written assignment will be completed for use in Task E – Classroom Management of the student teaching portfolio.

Quizzes/Examinations:
Instructor discretion

B. Evaluation:
Grades will be awarded for performance in accordance with the MSU scale. Students’ attendance and participation will be considered when calculating the final grade.

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
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<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59%</td>
<td>E</td>
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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:**
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).
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.