Murray State University
COURSE SYLLABUS

DEPARTMENT: ACS   COURSE NUMBER: SED 300   CREDIT HOURS: 3

I. TITLE: SED 300: Educating Students with Disabilities

II. COURSE DESCRIPTION: 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.

III. PURPOSE: The purpose of this course is to prepare special and general education teachers to work collaboratively with each other, other professionals, and parents in meeting the needs of students with disabilities.

IV. 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 Education Reform Act guidelines and initiatives. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. Additionally, enclosed in brackets, are numbers which reference the IECE Standards which are addressed. 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. (1, 3, 7) [5]
B. discuss state and federal laws/legislation impacting the education of students with disabilities. (1) [1]
C. participate in a Mock ARC (1, 7, 8) [8]
D. discuss multicultural aspects resulting in overrepresentation of minority or culturally diverse populations in special education classes. (1, 7) [4]
E. discuss the collaborative roles of general education teachers, special education teachers, related service providers, and parents impacting effective inclusion. (7, 8) [6, 8]
F. discuss the definition, prevalence, identification, and characteristics of students with disabilities in the classroom. (1)
G. describe special teaching strategies found to be effective with students with disabilities. (1, 2, 3, 7) [1 – 4]
H. demonstrate the ability to adapt selected curriculum materials. (1, 2, 6) [1.3.4]
I. discuss strategies for socially integrating students with disabilities in the general education classroom. (2, 3, 7) [1 – 4]
J. discuss strategies for meeting the needs of students with disabilities and their families. (2, 5, 6, 8)
K. identify major organizations and advocacy groups supportive of students with disabilities. (1,8)

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.

V. 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. Mental Retardation
   H. Autism Spectrum Disorders
   I. Speech & Language Impairment
   J. Other Disabilities
   K. Gifted and Talented

VI. 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

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Ten (10) hours of lab experience and five (5) hours of field experience are required for this course. The mandated field experience is a visit to a culturally diverse school setting. Lab hours are obtained through a combination of in-class and out-of-class activities. Failure to successfully complete any aspect of the field and lab experiences will result in an incomplete or failing grade.
VIII. RESOURCES:
A. Blackboard
B. Waterfield Library at Murray State University
C. RACERtrak, ERIC, and the Internet/My Lab School
D. Self-selected books, articles, and activities
E. MSU Computer Centers
F. Professional Publications

IX. 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 possible artifacts for the working eligibility portfolio. No rubrics are provided for quizzes and exams which are at the instructor’s discretion.

A. Course Requirements:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td><em>Mock ARC</em>*</td>
<td>100</td>
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<tr>
<td>* Field Experience**</td>
<td>100</td>
</tr>
<tr>
<td><em>Educational Philosophy</em>*</td>
<td>50</td>
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<tr>
<td>Quizzes/Exams</td>
<td>Determined by instructor</td>
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<tr>
<td>CHAMPs/LiveText</td>
<td>Required</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)

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 and develop a classroom artifact based on their observations. This artifact may be considered for the students’ working eligibility portfolio (KTS #7). Scoring will follow the criteria on the Field Experience Rubric.

Educational Philosophy (50 pts): Students will revise their educational philosophy to include meeting classroom diversity through differentiating instruction and classroom management. This will become part of their working e-portfolio under KTS #3. The final philosophy will be 1 ½ -2 pages in length, typed in size 12 regular font, and double-spaced with one-inch margins. Students will submit their final copy to the instructor through LiveText. Scoring will follow the instructor’s 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 Classwide Motivation Systems and participating in the class discussions, an individual written assignment will be given for use in Task E – Classroom Management of the eligibility 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.

<table>
<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>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>0 - 59%</td>
<td>E</td>
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**X. ATTENDANCE POLICY:**
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

**XI. ACADEMIC HONESTY POLICY:**
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.
Note: Faculty reserve the right to invalidate any examination or other evaluative measure if substantial evidence exists that the integrity has been compromised.

**XII. TEXT AND REFERENCES:**
Friend/Bursuck, Smith/Tyler, & Smith/Polloway, Patton, Dowdy (2009). Introduction to special education: SED 300. New York, NY: Pearson Custom Publishing. (Note: This text is specifically designed for Murray State University’s SED 300 course, ISBN # 0558303692)
College LiveText – EDU Solutions Student Membership
XIII. PREREQUISITES:
None

XIV. 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. 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.