DEPARTMENT: ACS  COURSE NUMBER: SED 636  CREDIT HOURS: 3

I. TITLE: Issues and Trends in Special Education

II. COURSE DESCRIPTION: Individual programs of study on current issues and trends in special education.

III. PURPOSE: This course is designed to inform teachers of the legislative and instructional issues in special education.

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 (KTS) for Preparation and Certification addressed by that objective. Upon successful completion of this class, the student will be able to:
A. Recognize the current legislative issues facing special educators. (1, 7, 9, 10)
B. Demonstrate best practices in classroom instruction. (2, 3, 5)
C. Research new teaching strategies. (1, 2, 4, 5, 7)
D. Identify the sources to keep current in the field of special education. (1, 8, 9)

V. CONTENT OUTLINE:
A. Current research
B. Legislative news
C. Professional organizations

VI. INSTRUCTIONAL ACTIVITIES:
The class format will be readings/discussion, and application projects. This summer the course focuses on the characteristics and needs of children and youth with Attention Deficit Hyperactivity Disorder (ADHD).

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES:
Computer Labs, Resource Library, Waterfield Library and Internet

IX. GRADING PROCEDURES:
A. Assignments:
   1. Chapter questions. Use the information in the chapter to answer the assigned questions. Your depth of understanding and application of the concepts is what
will be assessed. 280 pts

2. **PowerPoint Discussions** There will be a PowerPoint to supplement each chapter. You are to use these as the basis for the discussions on the Discussion Board. 10 pts ea. 110 total

3. **Classroom Plan** You will make a plan for your current school/classroom that will address the needs of students with ADHD. In this plan you will address how students’ needs will both be identified and addressed. Be sure and include all three of the major characteristics of ADHD and both social and academic aspects of the child. 150

4. **Web Review** Find ten websites dealing with ADHD. Write a summary of the information and include the url. 50 pts

5. **Exam** Application of the course material. 200 pts.

B. The following grading scale will be used to compute the final grade.

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- E = below 59%

**X. ATTENDANCE POLICY:**
This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*.

**XI. ACADEMIC HONESTY**
This course adheres to the academic honesty policy published in the current MSU *Graduate Bulletin*.

**XII. TEXT AND REFERENCES:**

**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 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. 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).
### Class Schedule

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<th>Chp.</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
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<td>2</td>
<td>Diagnostic Perspectives</td>
<td>Questions 1-8; 10 pg 34-35</td>
<td>6/3</td>
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<td>3</td>
<td>Etiologies and Theories</td>
<td>Questions 1; 4 pg 55-56</td>
<td>6/5</td>
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<td>4</td>
<td>Functional Assessment</td>
<td>Questions 1-5; 8 pg 82-83</td>
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<td>5</td>
<td>ADHD-Hyperactive Impulsive</td>
<td>Questions 2;4; 5 pg 107</td>
<td>6/10</td>
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<td>6</td>
<td>ADHD-Inattentive</td>
<td>Question 1 pg 125 <strong>and</strong> Web Review</td>
<td>6/15</td>
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<td>7</td>
<td>Learning Problems and Co-occurring Learning Disabilities</td>
<td>Question 1 pg 149 Questions about Andy pg 150</td>
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<td>8</td>
<td>Strategies: Change the Setting</td>
<td>Questions 1-8; 10-12 pg 184-85</td>
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<td>9</td>
<td>Strategies: Change the Child</td>
<td>Questions 1-5 pg 212</td>
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<td>10</td>
<td>Strategies to Improve Attention</td>
<td>Questions 1-8 pg 233</td>
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<td>11</td>
<td>Strategies to Improve Learning</td>
<td>Questions 4-6; 8 pg 262</td>
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<td></td>
<td><strong>Classroom Plan</strong></td>
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<td>12</td>
<td>Collaboration</td>
<td>Question 3 pg 288-89</td>
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<td><strong>Exam</strong></td>
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<td>7/3</td>
<td>200</td>
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