I. TITLE: Curriculum and Instruction for Children and Youth with Mild Disabilities

II. CATALOG DESCRIPTION: Development of specific competencies in instruction and curriculum requisite for the development of a personalized educational program for children and youth with mild disabilities. Context includes behavioral objectives, task analysis, precision teaching and use of technology relevant to curriculum and instruction. Prerequisites: SED 300 and SED 400.

III. PURPOSE: This course will focus on individualized informal assessment and teaching techniques, as well as educational programming and curriculum development, appropriate to meet the needs of students with mild disabilities. Traditional, as well as alternative techniques, will be discussed and/or practiced.

IV. COURSE OBJECTIVES: Class activities will be centered on the attainment of 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 New Teacher Standards for Preparation and Certification (NTS) addressed by that objective. Additionally, enclosed in brackets, are numbers which reference the IECE Standards which are addressed. Upon successful completion of the class the student will be able to:

A. Recommend various instructional strategies that are effective for students with mild disabilities in the area of oral language, word identification, reading fluency, reading comprehension, mathematics, social skills and study skills. (1,2,6) [1,2,3]

B. Isolate target behaviors in need of change and to informally assess a student in order to obtain baseline data. (1,6,8,9,16) [1.2.3]

C. Demonstrate the ability to collect data using frequency counting, duration recording, time sampling, or interval recording and to construct appropriate carting methods and report this progress to parents. (12,13, 14) [2]

D. Describe techniques of scheduling activities in a resource room and a self-contained class. (12, 13, 14) [1,4]

E. Knowledge of the approaches used to manage the physical environment of the school. (5) [1,4]

F. Knowledge of techniques for constructing and modifying instructional materials to meet the needs students with mild disabilities. (6,7,14) [1,2,3]

G. Knowledge of methods of appropriately utilizing paraprofessionals, volunteers and peer tutors in special education settings. (5) [1,2]

H. Knowledge of techniques for interacting with colleagues to insure mutual professional respect, cooperation, and collaboration. (4, 10, 11) [1,4]

I. Knowledge of the procedures for mainstreaming, collaboration, and inclusion of students with disabilities. (1,2,3,4,6) [1,4]
The COE Theme of Educator as Reflective as Reflective Decision-Maker is addressed in this course by requiring students to reflect on course activities.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in the course through the various chapters within the text. They also addressed through the writing of individual education plans (IEP’s) and lesson plans.

V. CONTENT OUTLINE:
   A. The Learning process
   B. Approaches to Learning and Teaching
   C. Oral language
   D. Reading: Word Recognition
   E. Reading: Fluency and Comprehension
   F. Written Expression
   G. Learning in the Content Area
   H. Mathematics
   I. Classroom Management
   J. Transition Planning
   K. Coordinating Teaching
   L. Communicating with Parents and Professionals

VI. INSTRUCTIONAL ACTIVITIES:
   A. Lecture and discussion
   B. Small group discussion
   C. Cooperative learning activities
   D. Reading material
   E. Written assignments
   F. Individual and/or group presentations
   G. Video presentations
   H. Exams

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

VIII. RESOURCES:
    A. Blackboard
    B. Waterfield Library at Murray State University
    C. MSU Computer Centers
    D. Professional Publications
    E. Curriculum Library Alexander Hall at Murray State University

IX. GRADING PROCEDURES:
    Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric. The ** items are assignments used as artifacts for the working eligibility portfolio.
A. Course Requirements

<table>
<thead>
<tr>
<th>Points</th>
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<tr>
<td>*Resource File Box or Notebook 300</td>
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<tr>
<td>**CBA for math or reading 50</td>
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<tr>
<td>**Classroom arrangement &amp; explanation 25</td>
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<tr>
<td>Quizzes 10 each</td>
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<tr>
<td>Exams (2) 100 each</td>
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Specific Assignment Requirements:
1. Resource File Box or Notebook: Students will create a file book/notebook containing teaching strategies and activities for various areas addressed in the course. Each area will be divided with tabs. Areas to be included are Ch. 3 oral language, Ch. 4 phonological awareness/word recognition, Ch. 5 fluency and comprehension, Ch. 6 written expression (spelling, handwriting, writing process), Ch. 7 content area learning, vocabulary, Ch 8 mathematics (calculation & application), Ch 9 social skills. Each section will have a minimum of 10 strategies.
2. Students will prepare and administer a CBA (curriculum based assessment) in the area of either math or reading.
3. Students will prepare a classroom arrangement, with an explanation of why the room is arranged in the manner chosen.

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>
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<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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X. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

Attendance is expected in this class. The instructor reserves the right to adjust the grade or refuse to accept late assignments. In-class exercises cannot be made up. 5 points will be deducted for late work and that will increase by 2 points for each week the assignment is late.

XI. ACADEMIC HONESTY POLICY:

The course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES

XIII. PREREQUISITES
SED 300 and SED 400

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

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.

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.