

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education

Course No. EX 618

Title of Course: Introduction to Children with Exceptionalities

New: Spring 2015

- I. Catalog Description (2 Credit Hour Course):** An overview of the field of cross-categorical special education, and K-12 students who are placed in cross-categorical settings. (2)
- II. Co-requisite:** EX 619 Introduction to Mild Moderate Cross Categorical Internship
- III. Purposes or Objectives of the Course:**
 - A. Define and distinguish among the prevalent definitions used for children with Mild/Moderate Disabilities (MMD) including learning disabilities (LD), intellectual disabilities (ID), emotional disorders(ED), other health impairments (OHI), and autism spectrum disorder (ASD).
 - B. Identify common etiological factors that may result in a mild/moderate disability.
 - C. Describe the effects of medical, psychosocial, genetic, and other factors on the educational cognitive, physical, social, behavioral, and emotional needs of students in cross-categorical settings.
 - D. Describe the effects of cultural or linguistic diversity on identification and intervention process.
 - E. Describe current legal and ethical issues facing the student with exceptional needs and their families.
 - F. Describe and synthesize due process rights related to assessment, eligibility, and placement of students in cross-categorical settings
 - G. Describe “Rights and Responsibilities” of parents, students, teachers, and schools as they relate to students with exceptional learning needs.
 - H. Explain the sequence and interrelationship of each step of the special education process from screening to placement.
 - I. Describe the similarities and differences between the cognitive, physical, cultural, social, and emotional needs of students with mild/moderate disabilities.
 - J. Interpret and utilize assessment data and information regarding chronological age, mental, academic growth and development, and social history of students in cross-categorical settings in planning appropriate individual educational programs (IEP/IFSP).
 - K. Articulate effective communication techniques with parents/families of children in cross-categorical settings, and advocate, where appropriate, the child’s and family’s rights.
 - L. Describe the role of observation, positive behavior support techniques, and teaching and organizational strategies in cross-categorical settings.
 - M. Identify ways to communicate and work with other professional personnel as a member of an interdisciplinary or transdisciplinary team, including collaboration and consultation with general education teachers.

- N. Identify various types of assistive technologies, including augmentative communication devices.
- O. Identify current research regarding educational best practices for K-12 students who are placed in cross-categorical settings.

IV. Student Learning Outcomes (Minimum of 3):

1	Define and distinguish among the prevalent definitions used for children with Mild/Moderate Disabilities (MMD) including learning disabilities (LD), intellectual disabilities (ID), emotional disorders(ED), other health impairments (OHI), and autism spectrum disorder (ASD).	Measurement: Quiz
2	Explain the sequence and interrelationship of each step of the special education process from screening to placement.	Measurement: Case Study
3	Identify current research regarding educational best practices for K-12 students who are placed in cross-categorical settings.	Measurement: Case Study

V. Optional College/Departmental Requirement: MoSPE Quality Indicators and SPA Standards Alignment to Course Objectives and Course Content or Outline (Indicate number of class hours per unit or section):

Course Objectives:	MOSPE	CEC	Clock Hours
Define and distinguish among the prevalent definitions used for children with Mild/Moderate Disabilities (MMD) including learning disabilities (LD), intellectual disabilities (ID), emotional disorders(ED), other health impairments (OHI), and autism spectrum disorder (ASD).	1.1	CEC Standards 1,3	2
Identify common etiological factors that may result in a mild/moderate disability.	2.1	CEC Standards 1	2
Describe the effects of medical, psychosocial, genetic, and other factors on the educational cognitive, physical, social, behavioral, and emotional needs of students in cross-categorical settings.	2.1, 2.4	CEC Standards 1,2	2
Describe the effects of cultural or linguistic diversity on identification and intervention process.	1.5	CEC Standards 1	2

Describe current legal and ethical issues facing the student with exceptional needs and their families.	1.1	CEC Standards 6	2
Describe and synthesize due process rights related to assessment, eligibility, and placement of students in cross-categorical settings	1.1	CEC Standards 3	2
Describe “Rights and Responsibilities” of parents, students, teachers, and schools as they relate to students with exceptional learning needs.	1.1	CEC Standards 3	2
Explain the sequence and interrelationship of each step of the special education process from screening to placement.	7.1, 7.5, 7.6	CEC Standard 3	2
Describe the similarities and differences between the cognitive, physical, cultural, social, and emotional needs of students with mild/moderate disabilities.	2.1, 2.4, 3.2	CEC Standard 1	2
Interpret and utilize assessment data and information regarding chronological age, mental, academic growth and development, and social history of students in cross-categorical settings in planning appropriate individual educational programs (IEP/IFSP).	7.1, 7.6	CEC Standard 4	2
Articulate effective communication techniques with parents/families of children in cross-categorical settings, and advocate, where appropriate, the child’s and family’s rights.	6.1, 6.2, 6.4	CEC Standard 7	2
Describe the role of observation, positive behavior support techniques, and teaching and organizational strategies in cross-categorical settings.	5.1, 5.2	CEC Standard 2	2
Identify ways to communicate and work with other professional personnel as a member of an interdisciplinary or transdisciplinary team, including collaboration and consultation with general education teachers.	1.1, 1.3	CEC Standard 7	2
Identify various types of assistive technologies, including augmentative communication devices.	6.3	CEC Standard 3	2
Identify current research regarding educational best practices for K-12 students who are placed in cross-categorical settings.	1.3	CEC Standard 6	2

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

COURSE SYLLABUS
Southeast Missouri State University

Department of Elementary, Early & Special Education Course No. EX 618

Title of Course: Introduction to Children with Exceptionalities Spring 2015

Instructor: Dr. Nancy Aguinaga
 Phone: 573-986-4942 (Office) 321-794-5943 (Cell)
 Office: Scully 401E
 Office Hours: Monday 12:00-1:30, Monday 8:30-10:00 pm at Google Hangouts: njaguinaga and available by appointment
 E-mail: naguinaga@semo.edu (please include “EX 618” in the subject of your emails to me)

- I. Catalog Description (2 Credit Hours of Course):** An overview of the field of cross-categorical special education, and K-12 students who are placed in cross-categorical settings. (2)
- II. Co-requisite:** EX 619 Introduction to Mild Moderate Cross Categorical Internship
- III. Purposes or Objectives of the Course:**

Course Objective	Assessment Assuring that the Objective has been met
Define and distinguish among the prevalent definitions used for children with Mild/Moderate Disabilities (MMD) including learning disabilities (LD), intellectual disabilities (ID), emotional disorders(ED), other health impairments (OHI), and autism spectrum disorder (ASD).	Forum Discussions Class assignment
Identify common etiological factors that may result in a mild/moderate disability.	Case Study
Describe the effects of medical, psychosocial, genetic, and other factors on the educational cognitive, physical, social, behavioral, and emotional needs of students in cross-categorical settings.	Forum Discussions Exam
Describe the effects of cultural or linguistic diversity on identification and intervention process.	Article Reviews Class assignment
Describe current legal and ethical issues facing the student with exceptional needs and their families.	Case Study
Describe and synthesize due process rights related to assessment, eligibility, and placement of students in cross-categorical settings	Class assignment Exam

Describe “Rights and Responsibilities” of parents, students, teachers, and schools as they relate to students with exceptional learning needs.	Forum Discussions Exam
Explain the sequence and interrelationship of each step of the special education process from screening to placement.	Forum Discussions Case Study
Describe the similarities and differences between the cognitive, physical, cultural, social, and emotional needs of students with mild/moderate disabilities.	Forum Discussions Class assignment Case Study
Interpret and utilize assessment data and information regarding chronological age, mental, academic growth and development, and social history of students in cross-categorical settings in planning appropriate individual educational programs (IEP/IFSP).	Forum Discussions Case Study
Articulate effective communication techniques with parents/families of children in cross-categorical settings, and advocate, where appropriate, the child’s and family’s rights.	Class assignment Exam
Describe the role of observation, positive behavior support techniques, and teaching and organizational strategies in cross-categorical settings.	Forum Discussions Research Project Exam
Identify ways to communicate and work with other professional personnel as a member of an interdisciplinary or transdisciplinary team, including collaboration and consultation with general education teachers.	Case Study
Identify various types of assistive technologies, including augmentative communication devices.	Class assignment Exam
Identify current research regarding educational best practices for K-12 students who are placed in cross-categorical settings.	Research Project

IV. Student Learning Outcomes (Minimum of 3):

1	Define and distinguish among the prevalent definitions used for children with Mild/Moderate Disabilities (MMD) including learning disabilities (LD), intellectual disabilities (ID), emotional disorders(ED), other health impairments (OHI), and autism spectrum disorder (ASD).	Measurement: Quiz
2	Explain the sequence and interrelationship of each step of the special education process from screening to placement.	Measurement: Case Study
3	Identify current research regarding educational best practices for K-12 students who are placed in cross-categorical settings.	Measurement: Case Study

V. Expectations of Students:

Students will be expected to complete the following course requirements:

- A. complete all assigned readings and assignments. The student must ask questions if s/he needs the material clarified.
- B. participate in online class discussions and activities.
- C. check the course website at least twice a week for announcements and postings.

VI. Required Resources:

Required resources will be posted on the class website 1 week prior to class.

VII. Basis for Student Evaluation:

COMPONENT EVALUATION CHART EX 618

Component Description	Points	Due Date
Forum Assignments / 10 at 15 points each	150	WEEKLY
Assignments / 6 at 40 points each	240	WEEKLY
Active Participation / 15 weeks X 10 points	150	WEEKLY
Quizzes – 4 at 25points each	100	Periodically
Philosophy Statement	60	End of semester
Presentations – Personal Toolkit	100	End of semester
Exams – 2 @100 points each	200	Mid/End Semester
	1000	

This is a tentative plan for the semester; however, your instructor has the right to add, remove, or change assignments throughout the semester.

- A. Forum Assignments: Respond to weekly questions/issues/dilemmas/simulations and problem-solving activities posted on the course website throughout the semester. Forum activities are designed to provide a platform for discussion. Consequently, all forum assignments require students to reply to at least one other student's entry. To fully complete forum assignments, you will need to upload your response; read at least one other student's response; and reply to at least one other student's forum entry.
- B. Assignments including but not limited to article reviews, case studies,
- C. A Philosophy Statement that includes personal beliefs that reflect best practices and the most current literature regarding the education of individuals with ASD.

- D. Personal Resource Kit: Based on comprehensive knowledge of and experience with students with Mild/Moderate Disabilities, you will compile a personal resource kit in electronic format. Your resource kit should reflect the position you will most likely be in (general education, special education, speech pathology, occupational therapy, administration, etc., ultimately benefitting students with mild/moderate disabilities.
- E. Active Participation: Students will earn participation and/or activity points associated with each week of class. If there is not full participation for the week (completion of assignments for week) these points are not earned.
- F. Quizzes & Exams: Students will demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material that may/may not be covered in class assignments and discussion.

VIII. Grading Scale

100-90	=	A
89-80	=	B
79-70	=	C
69- and below	=	F

IX. Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report;
- or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.

2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

X. Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

XI. Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

XII. Professional Dispositions for Teacher Education

The *Dispositions*, as assessed within Teacher Education are guided by the central core of the *Conceptual Framework*. The beliefs and attitudes related to the areas of *competence, reflection and caring*, were the guiding force in establishing the 11 current *dispositions* assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These *dispositions* continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement *Disposition* Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

- Competent:**
- Self-initiative/Independence
 - Reliability/Dependability
 - Attendance/Punctuality
- Reflective:**
- Response to feedback
 - Desire to improve teaching performance
- Caring:**
- Tact judgment (with peers and/or instructors)
 - Interaction with students, peers, teachers and others
 - Collegiality
 - Attitudes towards learners/Fairness
 - Attitudes towards cultural, ethnic and socioeconomic diversity
 - Commitment to the profession

XIII. Statement of whom to contact with concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Dept. of Elementary, Early, and Special Education.