

**COURSE APPROVAL DOCUMENT**  
**Southeast Missouri State University**

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

**Course No.** EX 619

**Title of Course:** Introduction to Mild Moderate Cross Categorical Internship

**New:** Spring 2015

- I. Catalog Description (1 Credit Hour Course):** A supervised field experience conducted in an environment with individuals with mild/moderate disabilities. Students will apply knowledge gained in coursework (1)
  
- II. Co-requisite:** EX 618 Introduction to Children with Exceptionalities
  
- III. Purposes or Objectives of the Course:**
  - A. Analyze individual learning needs and practice techniques that accommodate differences.
  - B. Review assessment data and identify student strengths and weaknesses.
  - C. Recognize developmental levels of students and identifies differences in a group of students.

**IV. Student Learning Outcomes (Minimum of 3):**

1	Analyze individual learning needs and practice techniques that accommodate differences.	Measurement: Quiz
2	Review assessment data and identify student strengths and weaknesses.	Measurement: Reflective Journal
3	Recognize developmental levels of students and identify differences in a group of students.	Measurement: Reflective Journal

**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):**

<b>Course Objectives:</b>	<b>MOSPE</b>	<b>CEC</b>	<b>Clock/Field Hours</b>
Analyze individual learning needs and practice techniques that accommodate differences.	2.1, 3.2	CEC Standard 1,3	12.5
Review assessment data and identify student strengths and weaknesses.	7.1, 7.2, 7.6	CEC Standard 4	12.5
Recognize developmental levels of students and identifies differences in a group of students.	1.4, 1.5, 2.3, 2.4	CEC Standards 1,2	12.5

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**COURSE SYLLABUS**  
Southeast Missouri State University

Department of Elementary, Early & Special Education      Course No. EX 619

Title of Course: Introduction to Mild Moderate Cross Categorical Internship      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](mailto:naguinaga@semo.edu) (please include “EX 619” in the subject of your emails to me)

**I.      Catalog Description (1 Credit Hour Course):** A supervised field experience conducted in an environment with individuals with mild/moderate disabilities. Students will apply knowledge gained in coursework (1)

**II.     Co-requisite:** EX 618 Introduction to Children with Exceptionalities

**III.    Purposes or Objectives of the Course:**

D. Analyze individual learning needs and practice techniques that accommodate differences.

E. Review assessment data and identify student strengths and weaknesses.

F. Recognize developmental levels of students and identifies differences in a group of students.

**IV.    Student Learning Outcomes (Minimum of 3):**

1	Analyze individual learning needs and practice techniques that accommodate differences.	Measurement: Quiz
2	Review assessment data and identify student strengths and weaknesses.	Measurement: Journal
3	Recognize developmental levels of students and identifies differences in a group of students.	Measurement: Journal

**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 619*

Component Description	Points	Due Date
Forum Assignments / 10 at 15 points each	150	WEEKLY
Article Reviews/ 4 at 50 points each	200	WEEKLY
Active Participation / 15 weeks X 15 points	225	WEEKLY
Reflection journal	225	End of Semester
Final paper-lessons learned /presentation	200	End of 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 observations and article reviews. A weekly written self-reflection of experiences. May include strengths, areas for improvement, and insights. Please use your journal as a means of "reflecting" and not as an ongoing account of "First, I...., then I ...., next I ....". Keep entries fairly brief. Final paper or approved alternate form of presentation discussing lessons learned, how they would adapt the learning environment to meet the needs of students with mild/moderate disabilities.
  - C. 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.
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**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.