“The Teacher as Competent Professional Educator”

I. **Catalog Course Description and Credit Hours of Course:** This course addresses the characteristics and education of exceptional children, including all categorical disabilities recognized by IDEA 2004, gifted and others who are culturally and academically at-risk.

II. **Prerequisite(s):** For education majors, this course is to be taken following Block II and prior to Block IV or by permission of the instructor.

III. **Purposes or Objectives of the Course:**
   The student will demonstrate a knowledge base and skills necessary to:
   
   A. Define and describe exceptional children at risk generically and categorically, including individuals from culturally and/or linguistically diverse backgrounds.
   B. Describe basic service alternatives appropriate for the education of students with diverse needs.
   C. Identify components of state and federal law related to the education of individuals with exceptionalities.
   D. Identify members of the individual education program (IEP) and individual family service plan (IFSP) team and their roles in assessment, development, and delivery of the IEP and IFSP.
   E. Define and describe the role of the general educator in pre-referral, referral, identification, and delivery of educational services to students with diverse needs.
   F. Identify basic components of the IEP and IFSP and the responsibility of the general educator to collaborate with special educators and others of the multi-disciplinary team throughout the special education process.
   G. Describe the concepts of least restrictive environment as it applies to the continuum of placements and individual instruction of students with diverse needs.
   H. Identify the use of technology, including assistive technology, as it relates to the individualized instruction of students with diverse needs.
   I. Describe the systematic planning and instruction which addresses transition services and self-determination skills as they relate to students with diverse needs.

IV. **Student Learning Outcomes:**
The student will demonstrate a knowledge base and skills necessary to:

A. define and describe exceptional children at risk generically and categorically, including individuals from culturally and/or linguistically diverse backgrounds.
B. describe basic service alternatives appropriate for the education of students with diverse needs.
C. define and describe the role of the general educator in pre-referral, referral, identification, and delivery of educational services to students with diverse needs.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Unit Standard Met</th>
<th>SPA or NCATE Standard Met (CEC)</th>
<th>MoStep Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
<th>Number of Hours Allocated (15 per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and describe exceptional children at risk generically and categorically, including individuals from culturally and/or linguistically diverse backgrounds.</td>
<td>1.2,3,2,4,3</td>
<td>CC1K5, CC2K3</td>
<td>1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3, 1.2.2.3, 1.2.3.4, 1.2.7.2</td>
<td>Unit Exams</td>
<td>20</td>
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<tr>
<td>Describe basic service alternatives appropriate for the education of students with diverse needs.</td>
<td>5.1</td>
<td>CC5K1, CC5S3</td>
<td>1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2</td>
<td>Drop Box Assignment: Case Study</td>
<td>5</td>
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<td>Identify components of state and federal law related to the education of exceptional children.</td>
<td>4.3,2,2</td>
<td>CC1K2, CC8K2</td>
<td>1.2.3.4, 1.2.7.2, 1.2.8.3</td>
<td>Final Exam: Paper on legislation: Evolvement &amp; Summary</td>
<td>3</td>
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<tr>
<td>Identify members of the individual education program (IEP) and individual family service plan (IFSP) team and their roles in assessment, development, and delivery of the IEP and IFSP.</td>
<td>4.3</td>
<td>CC1K4, CC10S2</td>
<td>1.2.3.4, 1.2.7.2, 1.2.3.3</td>
<td>Drop Box Assignment: IEP/IFSP Comparison</td>
<td>3</td>
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<td>Define and describe the role of the general educator in pre-referral, referral, identification, and delivery of educational services to students with diverse needs.</td>
<td>4.1,4,2,4,3</td>
<td>CC1K4, CC8S6</td>
<td>1.2.3.2, 1.2.3.1, 1.2.4.2, 1.2.3.3, 1.2.3.4, 1.2.7.2</td>
<td>Forum/Class Assignment: Case Study</td>
<td>3</td>
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<tr>
<td>Identify basic components of the IEP and IFSP and the responsibility of the general educator</td>
<td>4.1,5,5,6,2</td>
<td>CC1K7,</td>
<td>1.2.3.2, 1.2.3.1, 1.2.3.3</td>
<td>Drop Box/Class</td>
<td></td>
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<tr>
<td>Description</td>
<td>Code</td>
<td>Standards</td>
<td>Assignment/Activities</td>
<td>Credits</td>
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<td>Collaborate with special educators throughout the special education process.</td>
<td>CC7S2</td>
<td>1.2.4.2, 1.2.5.1, 1.2.11.5, 1.2.11.6, 1.2.14, 1.2.23, 1.2.5.2, 1.2.2.3, 1.2.6.3, 1.2.7.3</td>
<td>Assignment: IEP/IFSP Comparison</td>
<td>3</td>
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<tr>
<td>Describe the concepts of least restrictive environment as it applies to the continuum of placements and individual instruction of students with diverse needs.</td>
<td>1.1,4,3,5,3</td>
<td>CC1K6, CC4S3, 1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.3.4, 1.2.7.2, 1.2.5.1, 1.2.7.1</td>
<td>Final Exam: Paper on legislation: Evolvement &amp; Summary</td>
<td>3</td>
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<tr>
<td>Identify the use of technology, including assistive technology, as it relates to the individualized instruction of students with diverse needs.</td>
<td>4.1,5,2,5,3</td>
<td>CC7K4, CC6K4, 1.2.3.2, 1.2.3.1, 1.2.4.2, 1.2.5.1, 1.2.5.2, 1.2.7.2</td>
<td>Forum/Class Assignment, Case Study</td>
<td>2</td>
<td></td>
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<tr>
<td>Describe the systematic planning and instruction which addresses transition services and self determination skills as they relate to students with diverse needs.</td>
<td>5.1</td>
<td>CC4S6, CC10S6, CC5K5, 1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2</td>
<td>Modified Lesson Plan/Project, Forum/Class Assignments: Case Study</td>
<td>3</td>
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**Relationship of the Conceptual Framework to Standards**
Southeast Missouri State University’s conceptual Framework is predicated on the belief that all students can learn and that every child deserves dedicated teachers who have a firm grasp of content, care deeply about students and community and actively reflect on their teaching to ensure high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenant of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

**IV. Expectations of Students:**
Students will be expected to complete the following course requirements:
A. complete all assigned readings and assignments
B. participate in class discussions and activities
C. 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 not be covered in class lecture and discussion
D. complete a Modified Lesson Plan

V. Course Content

A. Introduction to the course

1. Definitions of exceptional children 9
2. Prevalence of exceptional children in the school age population
3. Historical background of special education
4. Policies, process and personnel as provided for by Legislation and litigation in special education

B. Consideration of exceptional children according to category label

Generally each category will be presented by examination of definition, classification, prevalence, etiology, identification, psychological and behavioral characteristics, and educational implications. The following categories will normally be considered via assigned reading, lecture, or both.

1. intellectual and developmental delays
2. learning disabilities
3. emotional and behavior disorders
4. speech and language disorders
5. deafness and hearing impairments
6. visual impairments
7. physical and health disabilities
8. autism spectrum disorders
9. severe and multiple disabilities
10. gifted and talented populations
11. attention deficit-hyperactivity disorders and
12. other at risk populations

C. Trends and issues in special education concerning exceptional, culturally diverse and at risk populations. 3
VI. **Textbook and/or Required Readings:**

VII. **Basis for Student Evaluation:**

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Forum /Class Assignments</td>
<td>25%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Drop Box/Class Assignments</td>
<td>35%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Units Exams</td>
<td>30%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Modified Lesson Plan</td>
<td>10%</td>
<td>By the end of the semester</td>
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VIII. **Grading Scale**

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

IX. **Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. 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 and Cheating.

X. **Student with Disabilities:**

Southeast Missouri State University and Disability Support Services remain committed to making every possible 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. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

XI. **Civility and Harassment**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. 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 well as to respect private and public property.

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