COURSE Syllabus  
Southeast Missouri State University  

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

Course No. EX 309  

Title of Course: Advanced Field Experience in Education of Children with Exceptionalities  

Date: Fall 2015  

Please check: Revision  

Instructor:  
Contact Information:  
Office:  
Office Phone:  
Class Meeting Times: TBA  
Delivery Method: Face-to-Face  

I. Course Description (Credit Hours of Course 3): Integration of appropriately designed field experiences commensurate with Exceptional Child Education Teacher Preparation Program coursework.  

II. Prerequisites:  

EX 311 Introduction to Children with Exceptionalities  
EX 302 Language Development of Children with Exceptionalities  
EX 304 Classroom and Behavior Management  
EX 312 Diagnosis and Remediation of Math Difficulties  
EX 317 Assessment and Techniques of Teaching Children with Exceptionalities  
EX 373 Strategies and Techniques for Teaching of Students with Exceptionalities  

III. Purposes or Objectives of the Course:  

The teacher candidate will demonstrate the knowledge based and skills applicable for grades K-12:  

1. Apply research proven strategies for teaching basic skills and study skills in content area instruction as indicated by formal and informal assessments appropriate to meet the needs of all individual with exceptional learning needs (ELN) in a diverse society.  
2. Locate, adapt and use instructional materials and technology appropriate to meet the needs of all individual with ELN in a diverse society.
3. Apply culturally diverse instructional strategies to facilitate academic and/or functional skills development appropriate to meet the needs of all individual with ELN in a diverse society.

4. Demonstrate respect for all individuals with ELN in a diverse society by participating in collaborative opportunities that identify and use various school/community resources.

5. Develop lesson(s)/unit(s) where structure is clear and displays knowledge as they select alternative teaching strategies, materials, and technologies to achieve multiple instructional purposes and to meet the needs of all students with ELN in a diverse society.

6. Use and manage a variety of effective behavior strategies consistent with the needs of all individuals with ELN in a diverse society to create a safe, equitable, positive and supportive learning environment.

7. Use formative assessment of organizational cues to modify speed of presentation and summative assessment to monitor the progress to meet the needs of all individuals with ELN in a diverse society.

8. Demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit all individual with ELN, their families, their colleagues and their own professional growth.

III. Student Learning Outcomes (Minimum of 3):

<table>
<thead>
<tr>
<th></th>
<th>The teacher candidate will apply research proven strategies for teaching basic skills and study skills in content area instruction as indicated by formal and informal assessments appropriate to meet the needs of all individual with exceptional learning needs (ELN) in a diverse society.</th>
<th>Measurement: Observation/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher candidate will develop lesson(s)/unit(s) where structure is clear and displays knowledge as they select alternative teaching strategies, materials, and technologies to achieve multiple instructional purposes and to meet the needs of all students with ELN in a diverse society.</td>
<td>Measurement: Observation/Evaluation</td>
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<tr>
<td>2</td>
<td>The teacher candidate will use and manage a variety of effective behavior strategies consistent with the needs of all individuals with ELN in a diverse society to create a safe, equitable, positive and supportive learning environment.</td>
<td>Measurement: Observation/Evaluation</td>
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</table>

V. Expectation of the 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. implement effective instruction in 5-12 special education classroom/placement
E. complete task 1 & 4 MoPTA
F. complete a self-evaluation

V. Course Content or Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Outcomes Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Orientation to Exceptional Child Field Experience</td>
<td>Quiz, Task 1</td>
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<tr>
<td></td>
<td>1. Introduction to Exceptional Child Fields Experience</td>
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<td></td>
<td>2. Introduction to MoPTA Task 1</td>
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<tr>
<td></td>
<td>3. Introduction to Confidentially as defined by FERPA and IDEA, 2004</td>
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<tr>
<td>4-13</td>
<td>Field Placements:</td>
<td>Observation of Instruction</td>
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<td></td>
<td>• Design research-supported instructional strategies for specific areas of exceptionality.</td>
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<tr>
<td></td>
<td>• Implement lessons appropriate for specific area of exceptionality.</td>
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<td></td>
<td>• Implementation of Formal and Informal Assessments</td>
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<td></td>
<td>• Attend Co-operating School Professional Development: Special Education Team Meetings, Parent Teacher Conference, Professional Trainings</td>
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<tr>
<td>14-15</td>
<td>Culminating seminar</td>
<td>Task 4</td>
<td>Self-Evaluation MEES Dispositions</td>
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<td></td>
<td>• Review of MoPTA Task 4</td>
<td></td>
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<tr>
<td></td>
<td>• Review, Reflect and Evaluations of Field Experiences</td>
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<tr>
<td></td>
<td>• Review of Teacher Candidate Dispositions</td>
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<tr>
<td>16</td>
<td>Finals</td>
<td></td>
<td></td>
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</tbody>
</table>

VII. Textbook and/or Required Readings: None

VIII. Basis for Student Evaluation:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Forum /Class Assignments</td>
<td>10%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Drop Box/Class Assignments</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Exams</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Observation of Instruction</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Task 1</td>
<td>15%</td>
<td>By mid semester</td>
</tr>
<tr>
<td>Task 4</td>
<td>15%</td>
<td>Be the end of the semester</td>
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</tbody>
</table>

IX. Grading Scale

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

Teacher candidates must receive a C or higher in this course.

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. 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.
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.

XIV. Potential Readings and Resources


Classroom Instruction That Works http://shop.ascd.org/ProductDisplay.cfm?ProductID=101010

Classroom Strategies Retrieved from: http://www.readingrockets.org/strategies

Knight, J. (2014). What you learn. . . when you see yourself teach. Educational Leadership.71(8), 18-23.


