EX 311 Syllabus
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education
Title of Course: Introduction to Children with Exceptionalities
Date: Fall 2015

Please check: Revised

Instructor:
E-mail:
Office:
Phone:

Office hours:

Class Meeting Times/Days/Location:

I. **Catalog Description:** Characteristics/psychology/education of children with exceptionalities including an overview of cross-categorical special education. (3 hours credit)

II. **Prerequisite:** Exceptional child education majors

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

The teacher candidate will demonstrate the knowledge base and skills necessary to:
A. demonstrate knowledge of the types, characteristics, and etiologies of students with disabilities including mild/moderate and the similarities/differences among these students
B. apply knowledge of the implications of students with disabilities for education, learning, and development
C. demonstrate understanding of the unique medical needs that accompany students with disabilities and the possible effects of medications
D. apply knowledge for incorporating and implementing instructional and assistive technology into students’ educational programs
E. demonstrate knowledge of barriers to accessibility and acceptance of students with disabilities and adaptations that can be made to the physical environment to provide optimal learning opportunities for these students
F. demonstrate the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with disabilities
G. apply knowledge of effective strategies for communicating and collaborating with and advocating for students with disabilities and their parents/guardians to help students achieve desired learning outcomes including students from a variety of cultural and linguistic backgrounds
H. apply knowledge of federal and state laws and policies and ethical guidelines related to the education of students with disabilities
I. describe the concepts of least restrictive environment as it applies to the continuum of placements and individual instruction of students with diverse needs
J. describe the sequence and interrelationship of each step of the special education process from screening to placement including an overview of the individualized program/individualized family service plan (IEP/IFSP)

IV. Student Learning Outcomes:

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<tbody>
<tr>
<td>1. Demonstrate knowledge of the types, characteristics, and etiologies of students with disabilities including mild/moderate and the similarities/differences among these students.</td>
<td>Measurement: end of semester unit comparing all categorical disabilities.</td>
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<tr>
<td>2. Demonstrate the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with disabilities.</td>
<td>Measurement: UDL chapter activities.</td>
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<td>3. Describe the sequence and interrelationship of each step of the special education process from screening to placement including an overview of the individualized education program/individualized family service plan (IEP/IFSP).</td>
<td>Measurement: individualized education program/individualized family service plan (IEP/IFSP) activity including process questions.</td>
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V. Expectation of the Students

Students will be expected to complete the following course requirements:

A. complete all assigned readings and assignments and submit on time

B. participate in class discussions (or forums) and activities

C. demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course
VI. Course Content or Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Categorical disabilities</td>
<td></td>
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<tr>
<td>2</td>
<td>Planning and providing special education</td>
<td></td>
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<tr>
<td>3</td>
<td>Learning and teaching variables</td>
<td></td>
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<tr>
<td>4</td>
<td>Learning environment and instructional practices</td>
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<tr>
<td>5</td>
<td>Learning environment</td>
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<tr>
<td>6</td>
<td>Collaboration</td>
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<tr>
<td>7</td>
<td>Compliance-legalities</td>
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<tr>
<td>8</td>
<td>Compliance-least restrictive environment</td>
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<tr>
<td>9</td>
<td>Compliance-special education process</td>
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<tr>
<td>16</td>
<td>Final Exam Meeting Date / Time: TBA</td>
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</tbody>
</table>

VII. Textbook and/or Required Readings:

VIII. Basis for Student Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum /Class Assignments</td>
<td>50%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Units Exams</td>
<td>50%</td>
<td>Periodically</td>
</tr>
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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. 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


