COURSE APPROVAL DOCUMENT

Southeast Missouri State University

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

Course No. EX 373

Title of Course: Strategies and Techniques for Teaching the Child/Adolescents with Exceptionalities

Date: Fall 2015  Revision

I. Catalog Description (3 Credit Hours of Course): Strategies for teaching students with mild/moderate disabilities K-12 in cross-categorical settings emphasizing academic, perceptual and cognitive skills.

II. Co-requisite: EX 305 Content Area Teaching, Learning and Transitioning for Secondary Students with Exceptionalities

Prerequisite: EX 302 Language Development of Children with Exceptionalities
EX 304 Classroom and Behavior Management
EX 311 Introduction to Children with Exceptionalities
Admission to the Teacher Education Program

III. Purposes or Objectives of the Course:

The teacher candidate will demonstrate the knowledge base and skills to:

A. analyze and define the implications that current research and theory have for the instruction of students in cross-categorical settings within a culturally diverse society.
B. utilize evaluative information in selecting appropriate instructional goals and objectives for students identified for cross-categorical services.
C. plan appropriate classroom and social activities for the student with exceptionalities.
D. develop a planned sequence of culturally sensitive learning activities using instructional technologies for teaching students identified for cross-categorical services.
E. develop and utilize appropriate materials, instructional technologies, and collaborative teaching strategies for teaching the basic curriculum content areas to students identified for cross-categorical services.
F. communicate and work with other professional personnel as a member of an interdisciplinary or trans-disciplinary team, including collaboration and consultation with general education teachers.
G. identify post-secondary educational, leisure, vocational and residential opportunities available in our culturally diverse society.

IV. Student Learning Outcomes (Minimum of 3):
1. The teacher candidate will write direct instructional objectives appropriate for the education of individuals identified for cross-categorical services.  

2. The teacher candidate will synthesize adaptations to meet exceptional child requirements into a lesson plan.  
Measurement: Adaptive Lesson Plan - Appropriate adaptations and modifications identified.

3. The teacher candidate will develop learning activities using appropriate instructional technologies for teaching individuals identified for cross-categorical services.  
Measurement: Adaptive Lesson Plan - Appropriately created learning activities within the adapted lesson plan.

Optional departmental/college requirements:

<table>
<thead>
<tr>
<th>Topic</th>
<th>DESE</th>
<th>MO</th>
<th>QI</th>
<th>CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction for students with disabilities</td>
<td>1C2-5; 2C4-5; 3C1-3; 4C1-3</td>
<td></td>
<td></td>
<td>3.1-3; 5.1-4,6</td>
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<tr>
<td>Using evaluative information</td>
<td>2C5-6; 7C3-4</td>
<td></td>
<td></td>
<td>4.3; 5.1,2,3</td>
</tr>
<tr>
<td>Planning Instruction</td>
<td>1C2-5; 2C4-5; 3C1-3; 4C1-3</td>
<td></td>
<td></td>
<td>3.1-3; 5.1-4,6</td>
</tr>
<tr>
<td>Learning activities</td>
<td>1C2-5; 2C4-5; 3C1-3; 4C1-3</td>
<td></td>
<td></td>
<td>3.1-3; 5.1-3,4,6</td>
</tr>
<tr>
<td>Strategies</td>
<td>1C2-5; 2C4-5; 3C1-3; 4C1-3</td>
<td></td>
<td></td>
<td>3.1-3; 5.1-4,6</td>
</tr>
<tr>
<td>Collaborations and consultations</td>
<td>9C1-3</td>
<td></td>
<td></td>
<td>5.5; 7.1-2</td>
</tr>
<tr>
<td>Post-secondary planning</td>
<td>2C1-2; 2C5-6; 3C1-3</td>
<td></td>
<td></td>
<td>3.1-3; 5.5; 7.1-3</td>
</tr>
</tbody>
</table>

Course Content or Outline (Indicate number of class hours per unit or section):

<table>
<thead>
<tr>
<th>Topic</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction for students with disabilities</td>
<td>4</td>
</tr>
<tr>
<td>Using evaluative information</td>
<td>3</td>
</tr>
<tr>
<td>Planning Instruction</td>
<td>10</td>
</tr>
<tr>
<td>Learning activities</td>
<td>11</td>
</tr>
<tr>
<td>Strategies</td>
<td>11</td>
</tr>
<tr>
<td>Collaborations and consultations</td>
<td>2</td>
</tr>
<tr>
<td>Post-secondary planning</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Please Attach copy of class syllabus and schedule as an example
Signature: ___________________________ Date: ________________________
Chair
Signature: ___________________________ Date: ________________________
Dean
Approved by Academic Council, April 1, 2014 Revision: April 1, 2014
COURSE Syllabus

Southeast Missouri State University

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

Course No.  EX 373

Title of Course: Strategies and Techniques for Teaching the Child/Adolescents with Exceptionalities

Date: Fall 2015

Revision

Instructor:
E-mail:
Office:
Phone:
Office hours:

Class Meeting Times/Days/Location:

I. Catalog Description (3 Credit Hours of Course): Strategies for teaching students with mild/moderate disabilities K-12 in cross-categorical settings emphasizing academic, perceptual and cognitive skills.

II. Co-requisite: EX 305 Content Area Teaching, Learning and Transitioning for Secondary Students with Exceptionalities

Pre-requisite: EX 302 Language Development of Children with Exceptionalities
EX 304 Classroom and Behavior Management
EX 311 Introduction to Children with Exceptionalalities
Admission to the Teacher Education Program

III. Purposes or Objectives of the Course:

The student will demonstrate the knowledge base and skills to:

A. analyze and define the implications that current research and theory have for the instruction of students in cross-categorical settings within a culturally diverse society.

B. utilize evaluative information in selecting appropriate instructional goals and objectives for students identified for cross-categorical services.

C. plan appropriate classroom and social activities for the student with exceptionalities.

D. develop a planned sequence of culturally sensitive learning activities using instructional technologies for teaching students identified for cross-categorical services.
E. develop and utilize appropriate materials, instructional technologies, and collaborative teaching strategies for teaching the basic curriculum content areas to students identified for cross-categorical services.

F. communicate and work with other professional personnel as a member of an interdisciplinary or trans-disciplinary team, including collaboration and consultation with general education teachers.

G. identify post-secondary educational, leisure, vocational and residential opportunities available in our culturally diverse society.

IV. Student Learning Outcomes (Minimum of 3):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher candidate will write direct instructional objectives appropriate for the education of individuals identified for cross-categorical services.</td>
<td>Measurement: Adapted Lesson Plan - Appropriate objectives identified.</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher candidate will synthesize adaptations to meet exceptional child requirements into a lesson plan.</td>
<td>Measurement: Adapted Lesson Plan - Appropriate adaptations and modifications identified.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher candidate will develop learning activities using appropriate instructional technologies for teaching individuals identified for cross-categorical services.</td>
<td>Measurement: Adapted Lesson Plan - Appropriately created learning activities within the adapted lesson plan.</td>
</tr>
</tbody>
</table>

V. Expectations 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. complete an Adapted Lesson Plan

VI. Course Content or Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Instruction for students with disabilities</td>
<td>Mind-Mapping of theorists and theories</td>
<td></td>
</tr>
<tr>
<td>3-14</td>
<td>Using evaluative information</td>
<td>Adapted lesson plans</td>
<td></td>
</tr>
<tr>
<td>3-14</td>
<td>Planning Instruction</td>
<td>Adapted lesson plans</td>
<td></td>
</tr>
<tr>
<td>3-14</td>
<td>Learning activities</td>
<td>Adapted lesson plans</td>
<td></td>
</tr>
<tr>
<td>3-14</td>
<td>Strategies</td>
<td>Adapted lesson plans</td>
<td></td>
</tr>
</tbody>
</table>
15 Collaborations and consultations  Co-teaching activity
2 Post-secondary planning  Iris Center Resource
16 Final Exam Meeting: Date/Time  Adapted Lesson Plan: Writing


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>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Drop Box/Class Assignments</td>
<td>25%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Units Exams</td>
<td>25%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Adapted Lesson Plan</td>
<td>15%</td>
<td>By the end of the semester</td>
</tr>
</tbody>
</table>

IX. **Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
</tr>
<tr>
<td>89-80%</td>
<td>B</td>
</tr>
<tr>
<td>79-70%</td>
<td>C</td>
</tr>
<tr>
<td>69-60%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

**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.

**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.

**XI. 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.

**XII. Potential Readings and Resources**

*A Glossary of Strategies and Activities.* (3/12/10).
http://www.fresno.k12.ca.us/divdept/sscience/siop/siop_docs/InstructionalStrategiesActivities.pdf

American Institute for Research: Response to Intervention Center. *The Essential Components of RTI.*


Florida Center for Reading Research website: http://www.fcrr.org/


National Center on Student Progress Monitoring: resource for training materials for reading instruction: http://www.studentprogress.org/

Patti's Electronic Classroom: http://teams.lacoe.edu/documentation/classrooms/patti/patti.html


