EX 635 Syllabus
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education
Title of Course: Psychology and Education of Children with Exceptionalities
Date: Spring 2015

Please check: Revised

Instructor:
E-mail:
Office:
Phone:
Office hours:
Class Meeting Times/Days/Location:

I. Catalog Description: Assist in preparing graduate students to meet the diverse educational needs of the exceptional learner.

Instructor’s Emphasis: This course will emphasize the following aspects: definition of special education; special education law; types and definitions of special populations; etiologies, prevalence, severity within, and general characteristics of special populations; general assessment of special populations; learning environments required by special populations; and special education technology services and devices for various special populations.

II. Prerequisite: None

III. Purposes or Objectives of the Course:

The student will demonstrate a knowledge base and skills necessary to

A. define and describe 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, including transition
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.

IV. Student Learning Outcomes:

<table>
<thead>
<tr>
<th></th>
<th>Define and describe children with exceptionalities who are at risk generically and categorically, including individuals from culturally and/or linguistically diverse backgrounds</th>
<th>Measurement: minimum average of 70% across major exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Describe basic service alternatives appropriate for the education of students with diverse needs</td>
<td>Measurement: modified lesson plan major project</td>
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<tr>
<td>3.</td>
<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>Measurement: access to special education major project</td>
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</tbody>
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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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Categorical disabilities/children at risk</td>
<td></td>
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<tr>
<td></td>
<td>Learning environment</td>
<td></td>
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<tr>
<td></td>
<td>Compliance-legalities</td>
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<td></td>
<td>Compliance-special education process</td>
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<td>Compliance-special education access</td>
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<td>Compliance-special education process</td>
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<td></td>
<td>Compliance-least restrictive environment</td>
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<td>Learning environment</td>
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</tbody>
</table>
and instructional practices

Transition/self-determination

Final Exam Meeting
Date / Time: TBA

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>Class Assignments</td>
<td>40%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Major Projects</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Units Exams</td>
<td>40%</td>
<td>Periodically</td>
</tr>
</tbody>
</table>

IX. Grading Scale

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

X. 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.

XI. 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.

XII. 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.

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

[http://dese.mo.gov/special-education/compliance/evaluation-flowcharts](http://dese.mo.gov/special-education/compliance/evaluation-flowcharts)

Compliance Missouri Department of Elementary and Secondary Education. *Standards and Indicators Manual*. Retrieved April 20, 2014, from:  
[http://dese.mo.gov/special-education/compliance/standards-indicators](http://dese.mo.gov/special-education/compliance/standards-indicators)

