“The Teacher As Competent Professional Educator”

I. Catalog Description and Credit Hours:

Presentation of appropriate instructional procedures and methods for teaching individuals identified for cross-categorical services within least restrictive settings. (3)

II. Prerequisite(s):

EX 390 and EX 628

III. Purposes or Objectives of the Course:

Upon conclusion of the course the student will have exhibited the knowledge base and skills necessary to:

A. analyze and define the implications that current research and theory have for the instruction of individuals identified for cross-categorical services within a culturally diverse society.

B. select appropriate instructional goals and objectives for individuals identified for cross-categorical services.

C. master the essentials of developing direct instructional objectives appropriate for the education of individuals identified for cross-categorical services.

D. develop a planned sequence of culturally sensitive learning activities using appropriate instructional technologies for teaching individuals identified for cross-categorical services.

E. demonstrate knowledge of appropriate materials, appropriate instructional technologies and collaborative teaching strategies for the basic curriculum content areas.

F. define and interpret placement practices and inclusive delivery alternatives.

G. analyze and describe ways to assist individuals identified for cross-categorical services in personal, social and community adjustment skills.
IV. **Student Learning Outcomes:**

The student will demonstrate a knowledge base and skills necessary to:

A. write direct instructional objectives appropriate for the education of individuals identified for cross-categorical services.

B. synthesize adaptations to meet exceptional child requirements into a lesson plan.

C. develop learning activities using appropriate instructional technologies for teaching individuals identified for cross-categorical services.

V. **Expectations of Students:**

Students will:

A. complete all assigned readings in the textbook and selected professional journals.

B. participate in all class discussions.

C. demonstrate achievement of the course objectives by their performance on appropriate classroom examinations, class projects, and/or written assignments.

D. prepare instructional materials and strategies appropriate for use when working with individuals identified for cross-categorical services.

E. prepare functional behavioral assessment and plans for improving appropriate behaviors and decreasing inappropriate behaviors of individuals with cross-categorical disabilities.

VI. **Course Content or Outline:** (Hours)

A. Assessment (3)
   1. Purpose of assessment
   2. Testing guidelines
   3. Initial assessment for instruction
   4. Assessing students from diverse cultures

B. Educational Services (2)
   1. Educational service provisions and related services
   2. Program factors and least restrictive environment
   3. Movement from Mainstreaming to Inclusion

C. Creating a culturally diverse curriculum (5)
   1. Instructional objectives
   2. Long term-and short-term objectives
   3. Cognitive taxonomy
4. Planning a long-term unit

D. Instructional and technological methods and materials for basic curriculum content (25)
   1. Communication arts
   2. Mathematics
   3. Social studies
   4. Science
   5. Dance, music, theater, visual arts, and creativity
   6. Career education programs
   7. Community involvement
   8. Health and physical education

E. Structuring the classroom environment (5)
   1. Scheduling
   2. Physical arrangement

F. Psychological environment (5)
   1. Discipline in the classroom
   2. Increasing appropriate behaviors
   3. Decreasing inappropriate behaviors

VII. Textbook(s) and/or Other Required Materials or Equipment:


/III. Basis for Student Evaluation:

Grades will be determined by:

A. performance on classroom examinations, class projects and/or written assignments.

B. participation in class discussions

C. development of instructional materials and plans based on current research and theory.

IX. 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.