COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education  Course No.  EX273
Course:  Introduction to Mild/Moderate Cross-Categorical  Revision:  FA ’00

“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

An overview of the field of cross-categorical special education, and k-12 students who are placed in cross-categorical settings. (3)

II. Prerequisite(s):

Permission of instructor.

III. Purposes or Objectives of the Course:

By the end of the course, the student will have demonstrated acquisition of the knowledge base and skills necessary to:

A. write or orally state the prevalent definitions used for children with Mild/Moderate Disabilities (MMD) including learning disabilities (LD), mental retardation (MR), behavior disorders (BD), physical/other health impairments (POHI).

B. identify common etiological factors that may result in a mild/moderate disability.

C. describe the effects of medical, psychosocial, genetic, and other factors, on the educational, cognitive, physical, social, behavioral, and emotional needs of students in cross-categorical settings.

D. describe the effects of cultural or linguistic diversity on identification and intervention process.

E. describe current legal and ethical issues facing the student with special needs and their families.

F. articulate orally or in writing assurances and Due Process rights related to assessment, eligibility, and placement of students in cross-categorical settings.

G. describe “Rights and Responsibilities” of parents, students, teachers, and schools as they relate to students with exceptional learning needs.

H. describe the sequence and interrelationship of each step of the special education process from screening to placement.

I. describe the similarities and differences between the cognitive, physical, cultural, social, and emotional needs of students with mild/moderate disabilities.

J. interpret and utilize assessment data and information regarding chronological age, mental, age, academic growth and development, and social history of students in cross-categorical settings in planning appropriate individual educational programs.
K. articulate effective communication techniques with parents/families of children in cross-categorical settings, and advocate, where appropriate, the child’s and family’s rights.

L. describe the role of observation, positive behavior techniques, teaching and organizational strategies in cross-categorical settings.

M. identify ways to communicate and work with other professional personnel as a member of an interdisciplinary or transdisciplinary team, including collaboration and consultation with general education teachers.

N. identify various types of assistive and adaptive technologies, including augmentative and facilitative communication devices.

IV. Expectations of Students:

Students will:

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

B. participate in classroom discussion and activities.

C. use instructional technology to develop class-assigned projects.

D. demonstrate achievement of the course objectives by their performance on examinations, projects, article reviews, and case studies.

E. Write reflective statements for MoSTEP Quality Indicators 1, 2, 4, 5, 6, 7, 9.

V. Course Content or Outline: | Hours
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A. Overview of Inclusive Education | 4
   1. Foundations of Special Education
   2. Current Legal, Cultural and Ethical Issues
   3. Least Restrictive Environment
   4. Principles of P.L. 94-142
B. Special Education Process | 4
   1. Screening to Placement
   2. Assessment
   3. Individualized Educational Programs
   4. Service Delivery Models
   5. Cultural and Linguistic Considerations
C. Building Partnerships with Parents/Families | 4
   1. Teacher/parent Conference
   2. Communication Techniques
   3. Parent’s Role and Rights
D. Inclusion Models | 3
   1. Team Teaching
   2. Consultant
   3. Class within a Class
E. Classroom Organization and Management | 4
   1. Scheduling
   2. Individual and Group Instruction
3. Seating Arrangements

F. Curricular and Instructional Accommodations 4
   1. Elementary Level
   2. Middle School Level
   3. Secondary Level

G. Teaching students with learning disabilities 4
   1. Etiology
   2. Characteristics

H. Teaching students with mental retardation 3
   1. Etiology
   2. Characteristics

I. Teaching students with behavior disorders 4
   1. Etiology
   2. Characteristics

J. Teaching students with physical disabilities 3
   1. Etiology
   2. Characteristics

K. Teaching students with Other Health Impairments 3
   1. Etiology
   2. Characteristics

L. Learning and Teaching Variables 5
   1. Learning Styles
   2. Cultural Diversity
   3. Accommodations and Modifications
   4. Assistive and Adaptive Technologies

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


VII. Basis for Student Evaluation:

   Grades will be determined by:

   A. Participation in classroom discussions and activities.

   B. Performance on case studies, projects, article reviews and written assignments.

   C. Performance on examinations.

   D. Quality of reflection statements for MoSTEP Quality Indicators 1, 2, 4, 5, 6, 7, 9.
VIII. Knowledge Base:


