

Points of Interest

Mission

The mission of Pathways School of Excellence is to equip learners for growth and success in academic, personal, and spiritual life.

Vision

Pathways School of Excellence aims to individualize learning to include all students in a safe learning environment; to engage the Southeastern University community in learning experiences with, for, and from our students; and, to create pathways to excellence – as defined by students’ divine design – in academics, community, and spiritual life.

School Structure

Students are assigned to classes based on data representing age appropriate level, academic achievement, and individual educational plans. Pathways School of Excellence has a middle school classroom (grades 6-8), a high school classroom with secondary transition (grades 9-12 and ages 18-22), and a post-secondary transition classroom (ages 18-26).

Students in the middle school classroom will be introduced to the idea of a transition program, and high school students will begin planning for participation – as appropriate – in the secondary transition program. Transition planning is embedded throughout the program in order to ready students for participation in the secondary transition program and post-secondary transition program if desired. Pathways School of Excellence faculty will collaborate with students and parents/caregivers to determine the best classroom placement and transition planning and participation.

Student Profile for 2016-2017

Pathways School of Excellence will accept students identified with an intellectual disability under the following definition from the AAIDD:

“Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18.” These students present problems in adaptive behavior as well as intellectual functioning. The Pathways student may be classified as having a

mild intellectual disability (IQ 55-69), a moderate intellectual disability (IQ 40-54), a severe intellectual disability (IQ 25-39), or a profound intellectual disability (IQ below 25).

Typical handicapping conditions for students with intellectual disabilities may include any or all of the following:

- Cognitive Functioning:
 - Working memory – forgetting what they are supposed to be doing
 - Generalization – learning a task or idea but unable to apply to other situations
 - Metacognition – difficulty making judgments about what to do next
 - Motivation – problems remaining motivated; experience learned helplessness
 - Language – delays in language development
 - Academic Skills – must work harder and practice longer than typically developing students to learn academic skills
- Social, Behavioral, Emotional:
 - Less accepted by their peers; likely to be rejected by peers
 - Deal with social situations inappropriately
 - Difficulty recognizing subtle social cues
 - Deficits in adaptive behavior (communication, self-care, social skills, home living, leisure, health and safety, self-direction, functional academics, community use, work)
 - Need a greater emphasis on tangible rewards used in a systematic way
 - Demonstrate self-injurious behaviors
 - Experience more loneliness than nondisabled peers
- Physical and Medical:
 - Mild ID do not have extraordinary medical conditions, although they may be obese and not physically fit
 - Pronounced cognitive impairments have a likelihood of serious physical problems and medical conditions

Core Curriculum

Middle/High School/Secondary Transition

Students participate in a specialized and individualized Core Curriculum developed to address Florida Standards, as well as social skills and employability skills. Students will be assessed periodically to document growth in areas of educational, community, and spiritual development.

Post-Secondary Transition

Students participate in a specialized and individualized Core Curriculum developed to address real world adult competencies. Students who qualify – those able to function independently – may have access to participating in SEU classes that provide employability skills and academic

enrichment. Non-degree seeking students are individuals who wish to take advantage of academic course-work but who do not wish to fulfill the requirements for graduation. If at any time during your studies you wish to obtain a degree from Southeastern University, you must complete the regular student application for admission.

Teachers apply modifications to the curriculum to adapt to students' strengths and challenges. Class work is applied to outside activities. Appropriate coaches/educational personnel support all activities.

Southeastern University Community Support

Pathways School of Excellence will collaborate with the Southeastern University community for academics, personal growth, and spiritual life. SEU faculty will collaborate with the Pathways School of Excellence faculty and staff for continuous professional learning. The College of Arts and Media will partner with Pathways School of Excellence to design and implement art therapy and music therapy. The College of Christian Ministries and Religion will partner with Pathways School of Excellence for individualized, small group, and whole group chapel experiences. The College of Behavioral and Social Sciences will collaborate with Pathways School of Excellence to develop and implement trainings and seminars developed for specific needs of parents, siblings, and caregivers of students with disabilities. The College of Natural and Health Sciences will collaborate with Pathways School of Excellence by providing parent training as well as Pathways faculty training. The College of Education will collaborate with Pathways School of Excellence to provide adaptive physical education activities and extra classroom and school support from pre-service teachers. Other colleges and departments will participate in collaboration with Pathways School of Excellence as the program grows. The foundational belief is that Southeastern University and Pathways School of Excellence will participate in reciprocated teaching and learning.

Academic Calendar

Pathways School of Excellence adheres to the academic calendar of Southeastern University. Semester options include fall and spring.

Southeastern University

The Mission Statement of Southeastern University is: Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

Pathways School of Excellence at Southeastern University and its students are part of the Southeastern University community. Students and their parents or guardians will be expected to

read, affirm, and submit to Southeastern University's Vision Statement, Life Statement, Community Covenant, and position on Human Sexuality, all of which are available at: <http://www.seu.edu/about/what-we-believe/>

Equal Educational Opportunity Policy

Pathways School of Excellence at Southeastern University admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, handicap, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Pathways School of Excellence at Southeastern University reserves the right to withdraw a student for cause at any time.