COURSE TITLE: Curriculum and Instructional Strategies for Students with Disabilities (K-5)  
COURSE NUMBER: EEX 3264  

COURSE DESCRIPTION (with prerequisites):  
This course focuses on specialized methods and instructional strategies necessary for special educators to meet the needs of students with disabilities in K–5. Emphasis will be placed on the development, selection, and utilization of appropriate curriculum and instructional approaches which correspond to the capabilities and styles of various learners. Students will identify and review the Florida Sunshine State standards and elementary general education curriculum for grades K – 5; and how it applies to students with special needs, as well as, how it aligns with Florida Access Points. Co - requisite: EEX 3831  

NAME(S) OF INSTRUCTORS:  
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doelmand@chipola.edu  

EFFECTIVE ACADEMIC YEAR:  
2011-12  

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:  
ISBN: 0-13-172022-8  
**To view the website that accompanies this text, go to:  http://www.prenhall.com/coyne  

A copy of the following documents downloaded from D2L course site OR www.fldoe.org:  
- Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities  
Accommodations: Assisting Students with Disabilities  

GRADING POLICY:  
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:  
A – 90 – 100  
B – 80 – 89  
C – 70 – 79  
D – 60 – 69  
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.
TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of instructional methods.

E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

Students enrolled in EEX 3264 will be required to complete following.

A. Tasks
   1. Task CC11A: (FEAP 1.04, 1.07, 1.10, 1.11, 6.02, 7.01, 7.07)
Using a case study provided by the instructor, the teacher candidate will determine strengths and needs of the student, necessary accommodations and modifications for the student. Measurable annual goals and short term objectives will be identified and written for the student using the information in the case study. All information will be recorded on the forms provided by the instructor.

2. **Task CC10E (FEAP 10.1, 10.2, 10.4, 10.12, 10.3, 10.6, 4.10, 12.5, 12.6):**
The teacher candidate develops an interdisciplinary unit focused on teaching content and skills by integrating two or more subjects. The interdisciplinary unit will include lesson plans for 1 week which must address FL New Generation Sunshine State Standards and FL Access Points. The unit will consist of learner – centered activities to facilitate problem – solving and real world connections, include informal /formal assessment, technology, visual aids, graphic organizers, literature to support and enrich content, and any other equipment and resource materials needed to support exceptional learners and linguistically / culturally diverse learners. The plan will also include specific accommodation and/or modifications that could be included for students with disabilities.

### LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR EEX 3264</th>
<th>Florida Educator Accomplished Practice Indicators: (FEAP)</th>
<th>Florida Exceptional Education Competencies and Skills (FCS)</th>
<th>Assessment Methods Used by Faculty</th>
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<tbody>
<tr>
<td>The student will:</td>
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<td>Develop a repertoire of instructional strategies and approaches to utilize with exceptional students in K-5 classroom setting.</td>
<td>1.2 5.5</td>
<td>3.2 3.3 3.8 3.9</td>
<td>Class Part. RPT</td>
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<td>Develop long range instructional plans for both general and special education curricula for students with exceptional needs in grades K-5.</td>
<td>1.4 1.7 1.10 1.11 6.2 7.1</td>
<td>3.2 3.3 3.7 3.8</td>
<td>Task CC11A</td>
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<tr>
<td>Develop short term and long term objectives/goals for students with exceptional needs in both general and special education K-5 curriculum.</td>
<td>1.4 1.7 1.10 1.11 6.2 7.1</td>
<td>1.3 1.6 3.4 3.7 5.2 5.8 5.11 5.13 5.14 5.15</td>
<td>Task CC11A</td>
</tr>
<tr>
<td>Identify Florida Sunshine State Standards and Florida Access Points for grades K-5.</td>
<td>10.1 10.2 10.4 10.5</td>
<td>1.3 3.4 1.07</td>
<td>Task CC10A</td>
</tr>
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<td>Learn to adapt the classroom environment, equipment, technology, and assistive technology in order to facilitate large/small group activities in both general and special education K-5 classrooms for students with disabilities.</td>
<td>4.10 12.5 12.6</td>
<td>1.7 5.4 5.4 5.5</td>
<td>Class Part Task CC10E Test RPT</td>
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Identify and adapt a bulletin board and learning centers that include accommodations to meet the diverse learning needs of students in a K-5 setting

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Identify and demonstrate use of formal and informal assessment instruments to identify students with disabilities K-5.

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Gain experience working with exceptional students in a K-5 classroom setting

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<td>7.1</td>
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Develop an interdisciplinary unit of study to include activities involving math, science, and social studies which also include incorporating manipulatives, movement, music, and art.

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Collaborate with professionals in the field to enhance his/her content knowledge.

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<td>3.14</td>
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**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat’l or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged
- **Performance/Exhibition**

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

- Methods of instruction: Lecture, Class discussions and/or interactions, Large and/or small group projects, activities, discussions, etc., Read and report on professional education and subject matter articles, research, and other materials, Oral presentations, Clinical experiences and reflective papers, field journals, and discussions about them, Portfolios, Videotaping of student teaching a lesson with feedback from instructor and students, Use of manipulatives to illustrate concepts, and Concept mapping.

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (d2l) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

**ASSIGNMENT AND/OR COURSE OUTLINE**

See your Instructor First Day Handout for individual instructor assignment schedule.