COURSE TITLE: Introduction to Exceptional Student Education
COURSE NUMBER: EEX 3012

COURSE DESCRIPTION (with prerequisites):
This course is designed to define common characteristics of students with exceptionalities and assist the teacher to implement differentiated teaching strategies, accommodations, and modifications in the classroom. Course topics are placed in the historic and legal contexts of disability advocacy, including the current Response to Intervention initiatives. 1-3 semester hours credit.

NAME(S) OF INSTRUCTORS:
Patricia Duce
Office- Rm#103, Building G
3094 Indian Circle
Marianna, FL  32446
850-526-2761 ext. 3336

EFFECTIVE ACADEMIC YEAR:
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

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 college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. 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.

**TUTORING RESOURCES:**
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**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 in order 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 core content.
- **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.
### MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES/OBJECTIVES FOR EEX 3012</th>
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<tbody>
<tr>
<td>The student will be able to:</td>
<td>Ability to access the CPALMS site and post required modules in ICPALMS</td>
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<tr>
<td>Log on to Single Sign On and access the Professional Development programs available on the CPALMS site</td>
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<tr>
<td>Introduce the conceptual framework for involving students with significant cognitive disabilities in the general education curriculum through the access points and access courses available on CPALMS.</td>
<td>Complete Professional Dev. module, Accessing the General Education Curriculum-Foundations</td>
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<tr>
<td>Recognize the school district’s responsibility for ensuring that IEPs are in compliance with requirements of state and federal laws and regulations.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Describe how the four-step, problem-solving process can be used in the development of the IEP.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<td>Identify responsibilities of each member of an IEP team.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Explain general and special considerations and information used to develop an IEP.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Identify characteristics of quality present level statements.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Identify characteristics of quality measurable annual goals and short-term objectives or benchmarks.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Identify types of services and supports that may be included in an IEP.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<td>Distinguish between accommodations and modifications.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<td>Recognize how the parts of the IEP relate to each other.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Recognize the importance of implementing the IEP with integrity and monitoring student performance and progress.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Identify the requirements for transition planning, beginning with the IEP that will be in effect at age 14 or eighth grade, whichever comes first.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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<tr>
<td>Identify the purpose and characteristics of measurable postsecondary goals.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
</tr>
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<td>Describe the transition service areas.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
</tr>
<tr>
<td>Identify what is addressed in the present level statement and measurable annual goals for transition planning.</td>
<td>Complete Professional Dev. module, Quality Individual Educational Plans</td>
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### STUDENT LEARNING OUTCOMES/OBJECTIVES FOR EEX 3012

The student will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Module/Overview</th>
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<tbody>
<tr>
<td>Identify legal requirements related to eligibility and provision of accommodations for students with disabilities</td>
<td>Complete Professional Dev. module, Accommodations Overview</td>
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<tr>
<td>Identify examples of presentation, response, setting, and schedule accommodations</td>
<td>Complete Professional Dev. module, Accommodations Overview</td>
</tr>
<tr>
<td>Describe the process for determining which accommodations a student with a disability needs</td>
<td>Complete Professional Dev. module, Accommodations Overview</td>
</tr>
<tr>
<td>Describe the process for integrating accommodations with classroom instruction and assessment</td>
<td>Complete Professional Dev. module, Accommodations Overview</td>
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</tbody>
</table>

*T = Tests  
**Pre/Post** = Pre- and Post-Tests  
OT = Objective Tests  
Q = Quizzes  
F = Final Examination  
**CF** = Cumulative Final  
SP = Skills Performance  
SD = Skills Demonstration  
W = Writing Assignments  
E = Essays  
DE = Documented Essays  
RP = Research papers  
J = Jury  
R = Recital

### ASSIGNMENT AND/OR COURSE OUTLINE

Enrollment in EEX 3012 will require completion of the following:

**A. Major Assignments:**

1. Create an account through Single Sign On and add three professional development modules to individual's ICPALMS account
3. Complete Professional Development Module, Accommodations Overview and print completion certificate.
4. Complete Professional Development Module, Quality Individual Educational Plans and print completion certificate.
5. Select one article from a juried Exceptional Student Education publication that references an effective ESE teaching strategy. Write a paragraph on how you can use this strategy in your classroom. Attach this paragraph to a copy of the article that you selected.

**B. Grading Criteria**

- Completion of the Quality Individual Ed. Plans Module – 40 points
- Completion of the Accommodations Overview Module – 40 points
- Effective application of article strategy in classroom – 10 points.

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