



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

**COURSE TITLE:**

Special Education Practicum II

**COURSE NUMBER:**

EEX 3831

**COURSE DESCRIPTION (with prerequisites):**

Observation and participation in a field experience in a Special Education (6-12) classroom setting. Weekly seminars with the course instructor will be held for informative and evaluative purposes. Corequisite: EEX 4265. 1 semester credit hour.

**NAME(S) OF INSTRUCTORS:**

TBA

**EFFECTIVE ACADEMIC YEAR:**

2015-2016

**REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:**

none

**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:**

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Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

### **ACADEMIC HONOR CODE POLICY:**

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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:**

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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:**

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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:**

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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.

### **FREE TUTORING RESOURCES:**

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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. ACE lab hours are posted each semester at the room entrance and on the website. Additionally,

Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

**ELECTRONIC DEVICE USAGE STATEMENT:**

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

**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.

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

STUDENT LEARNING OUTCOMES FOR EEX 3831  The student will be able to:	Florida Educator Accomplished Practice Indicators (FEAP)	Florida Exceptional Education Competencies and Skills (FCS)	ASSESSMENT METHODS USED BY FACULTY
Identify current issues in programs for the following exceptionalities: emotionally-behaviorally disabled, mentally disabled, learning disabled, orthopedically impaired, speech and language impaired, vision and hearing impaired, communication disordered, other health impaired, and gifted and talented.	1.4, 3.1, 5.3, 5.4	1.2, 1.4, 1.5, 3.5	RPT
Identify practical solutions on how to apply special education principles to the teaching of exceptional students in a K-5 classroom setting.	4.2	3.2, 3.3	Task CC4A
Gain experience working with and teaching exceptional students in a K-5 special education classroom setting.	5.3, 5.8	3.2, 3.4, 3.5, 3.7	TaskCC10D
Develop lesson plans that include accommodations for special needs students targeting whole and small group instruction.	1.4, 5.2, 5.4	3.2, 3.4, 3.5, 3.7 3.8, 3.11	Task CC4A Task CC10D
Teach at least one lesson containing accommodations and one strategy. Analyze the effectiveness of the accommodations and the instructional strategy based on student performance.	2.9	3.2, 3.4, 3.5, 3.7 3.8, 3.11	Task CC4A
Design a field journal documenting his/her experiences and observations, interventions and strategies, and formal reflection while completing a field placement in a special education K-5 classroom.	1.9, 3.10	1.4, 1.5, 2.5, 2.6, 3.2, 3.4, 3.5, 3.7	Task CC10D
Collaborate with professionals in the field to enhance his/her content knowledge.	3.14	3.6	Task CC10D

### \*\*Assessment Codes

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

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1. Attend and participate in class regularly.
2. Read all assigned material(s) before class.
3. Study in-class notes and online (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final project.
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**

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### **Task CC10D: Field Journal Standards Infused and Assessed EEX 3831– Special Education Practicum II**

- FEAP 1.4: Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
- FEAP 1.9: Maintains observational and anecdotal records to monitor students' development.
- FEAP 3.8: Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject matter.
- FEAP 3.9: Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
- FEAP 3.13: Learns from peers and colleagues and develops professional relationships.
- FEAP 4.1: Provides opportunities for students to learn higher-order thinking skills.
- FEAP 4.6: Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.
- FEAP 4.7: Demonstrates and models the use of higher-order thinking abilities.

INTASC Indicators: 7.03, 7.05, 7.08, 7.09, 7.11

### **Description:**

This task is designed for the student to create a field journal documenting assignments and including personal reflection on his/her participation and interactions in a special education K-5 classroom. This field journal will include lesson plans and reflections from the teaching lessons.

### **What to submit?**

At the end of the practicum, the student will submit his/her field journal organized and divided into sections based on assigned components including weekly reflections about his/her experiences. The student will also include the practicum log documenting the required 15 hours of observation, participation, and teaching in a special education K-5 classroom. The formal reflection for this task is to be turned in with the field journal on the assigned due date.

**Directions for Journal Development:**

- 1) Start keeping a journal from the first week through the last week of the practicum.
- 2) Use a 3 ring binder with dividers to design and develop the field journal.
- 3) Indicate the date of each entry in the journal.
- 4) All entries must be typed.
- 5) Include the practicum log form with cooperating teacher's **initials and signature** for documentation of the required 15 hours.

**Incorporate the following (required) components into the field journal:**

- a) Map out the physical environment (needs to be computer generated).
- b) Compose a demographic write-up of the **classroom** and the **school**.

**Classroom Demographics**

- Include # of students in classroom
- Include # of staff/faculty in classroom
- Determine the ratio of students to teacher and paraprofessionals
- List gender make-up
- Identify racial and cultural differences
- Note any linguistic differences
- Exceptionalities within the classroom (Describe all)
- Describe the type of special education classroom and where it falls along the continuum of placement.

**School Demographics**

- Include # of students within the school
  - Include # of support staff/faculty/administrative personnel
  - Include # of regular education classrooms and number of special education classrooms within the school. (Include grade level assignments for each.)
  - Include racial, cultural, and linguistic differences within the school.
  - Include percentage of free and reduced lunches within the school.
  - Figure out the percentage of exceptional students within the school including gifted students.
  - Figure out what the percentage is school wide for gifted students within the school.
  - Describe the school in general and whether it is considered rural, urban, suburban, or small town.
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- c) Write up weekly observations for each classroom visit (must be dated).
- d) Interview the special education teacher and complete the write up.
- e) Complete a survey with the students in the classroom and complete the write-up.
- f) Plan with the cooperating teacher to **teach 1 lesson that are interdisciplinary.**  
**(The cooperating teacher must pre-approve the lesson plan, sign and date it.)**
  - Follow the lesson plan format which was provided in class.

- Include FL Sunshine State Standards, Access Points, and learning objectives for the lesson.
- Include a learner-centered activity in the lesson plan.
- Include at least 3 higher order thinking questions into the lesson to facilitate problem solving and make real world connections.
- Include any handouts, copies, and/or resource materials that were used to prepare and plan the lessons.
- Include some type of formal and informal assessment that was developed to monitor the learning progress of students. Include student samples (copies) and black out names.
- Include technology, visual aids, and hands-on materials within the lesson.
- Record modifications/accommodations that were made during instruction based on student responses and other contingencies to better meet the needs of individual learners.
- Document strategies used to engage students who were off task.
- Include a brief reflection on your teaching effectiveness.

**Task CC4A:** Academic Improvement Plan  
Standards Infused and Assessed  
EEX 3831 – Special Education Practicum II

FEAP 1.7: Modifies instruction based upon assessed student performance.  
FEAP 1.11: Reviews assessment data and identifies students' strengths and weaknesses.

**Exceptional Education Competencies and Skills (EEX FCS):**

EEX FCS 2.3: Identify appropriate formal and informal assessments for students across disabilities.

EEX FCS 5.2: Identify communication deficits and select appropriate interventions.

**ESOL Competencies and Skills:**

ESOL 12.1: Identify content-specific vocabulary.

ESOL 18.4: Apply multi-sensory ESOL strategies for instructional purposes.

**Description:**

The student will develop an academic improvement plan for a student he/she is working with in the K-5 special education classroom. This plan will target a specific content area skill, in which the student is struggling. It will also target the student's classroom performance, indicating the need for intervention. The student will work with his/her supervising teacher to select a student and a specific skill.

**What to submit?**

The student will develop a plan following guidelines given by the instructor. The plan needs to be typed. The student will place a cover sheet on this task to include his/her name, task number and title, instructor’s name, and date of assignment.

**Directions for AIP Development:**

1. Plan and work with supervising teacher to select a student and skill to target for the development of this academic improvement plan.
2. Develop the academic plan considering the following components:
  - a) Target skill
  - b) Problem solve for student weaknesses and strengths involving the targeted skill.
  - c) Include present Level of performance and desired level of performance
  - d) Possible deficits in vocabulary
  - e) Possible deficits or limitations involving communication skills
  - f) Needs environmental and academic supports to be successful
  - g) Student progress monitoring (Informal or formal Assessment)
3. Develop the plan using the following example as a guide. Remember to complete the formal task reflection and turn it in at the same time as the assignment.

Student’s Name (First Name Only/Mock ):	Grade Level:
Student’s strengths:	Student’s weaknesses:
Present Level of Performance:	
Desired Level of Performance:	
Performance Indicators (Include any or all : assessment scores (Dibels/ERDA/DAR), classroom performance, observation):	
Core curriculum area addressed by AIP: READING      MATH      WRITING <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Indicate the specific area of need to be addressed by this AIP. Think about any deficits in vocabulary or communication that may be limiting the student’s progress.
Needed Instructional and/or Environmental Supports (Multisensory for ESOL, visual-motor deficits, or auditory deficits).	

Monitoring of Student Progress (Assessment Measures):	

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