CHIPOLA COLLEGE
COURSE SYLLABUS
Chipola's website: www.chipola.edu

COURSE TITLE:	COURSE NUMBER:
Curriculum and Instructional Strategies for Students with Disabilities (Grades 6-12)	EEX 4265

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 grades 6-12. Emphasis will be placed on the development, selection, and utilization of appropriate curriculum and instructional approaches for students in grades 6-12 which correspond to the capabilities and styles of diverse learners. Teacher candidates will identify general education curriculum including state-adopted standards and Access Points for students in grades 6-12. 3 credit hours.

NAME(S) OF INSTRUCTORS:
TBA

EFFECTIVE ACADEMIC YEAR:
2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Teaching Young Children: An introduction by Michael L. Henniger (5th Edition) ISBN: 978-0-13-265710-5

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. 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.

FREE TUTORING RESOURCES:

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			
COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EEX 4265	**Florida Educator Accomplished Practice Indicators (FEAPs)**	**Florida Exceptional Education Competencies & Skills (FCS)**	**Assessment Methods Used by Faculty**
• Develop a repertoire of instructional	1.2, 2.6, 3.8,	3.2, 3.3, 3.8,	Class

strategies and approaches to individualize instruction for Exceptional Education students in grades 6-12	4.1, 5.5, 5.11	3.9	participation; quizzes; skills demonstrations
• Develop long-range instructional plans for both general and special education curricula for students with exceptional needs in grades 6-12	2.5, 5.4, 6.5, 6.7	3.2, 3.3, 3.7, 3.8	Class participation; quizzes; skills demonstrations
• Develop short-term and long-term objectives/goals for students with exceptional needs in both general and special education 6-12 curriculum	1.4,	==1.3, 1.6, 3.4, 3.7, 5.2, 5.8, 5.11, 5.13, 5.14, 5.15==	Task CC11A, Task CC1D
• Identify state-approved Standards and Florida Access Points for grades 6-12		1.3, 1.7, 3.4	Class participation; RPT
• Select, adapt, and use instructional strategies to individualize instruction for exceptional education students in grades 6-12	1.4, 1.7, 1.8, 2.7, 2.8, 3.9, 4.6, 5.5, 5.7, 5.11, 5.12, 6.3, 6.5	3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11	Task CC11A; observation; SD
• The teacher candidate will develop activities that can be adapted to meet the various learning styles of exceptional students in grades 6-12		3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11	SD
• Identify and demonstrate use of formal and informal assessment instruments to identify the needs of students with disabilities in grades 6-12	1.1, 1.4, 1.7, 1.11, 1.12	2.3, 2.4, 2.5, 3.7	Task CC11A; Task CC1D, observation; SD
• Develop strategies to promote student independence towards transitioning from middle to high school and high school to post-secondary institutions and community	1.6, 5.12	6.1, 6.2, 6.3	Task CC11A
• Identify, select, and complete an interest inventory with a student with disabilities in an ESE classroom in grades 6-12	5.3, 5.1, 5.7	6.2, 6.3	SD

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

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line Canvas 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
Course Evaluation Criteria:

- **No Grade will be given for the course until <u>all</u> tasks (4 in all) have been successfully demonstrated *AND* an acceptable formal reflection is submitted with each task.**

The combined grade for each **TASK** will make up **50% of the final grade**. *The maximum number of points students can receive for each task is 100 points.*

- **Four Tests** taken during this semester will make up **10% of the final grade.**

The maximum number of points students can receive for each test is 100 points.

- **Attendance and Participation in Class Discussions** will make up **30% of the final grade.**

The maximum number of points students can receive for Attendance/Participation is 100 points.

- **Homework Assignments, Independent Research on assigned topics and Scholarly News Articles** will make up **10% of the final grade.**

The maximum number of points students can receive for Homework Assignments, Independent Research topics and Scholarly News Articles is 100 points.

TASKS:

Task CC11A (1.4, 1.7, 1.10, 1.11)
Using a case study of a secondary student with disabilities provided by the instructor, the teacher candidate will determine strengths and needs of the students, 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. Transition goals will be written and included as part of the IEP. All information will be recorded on the forms provided by the instructor.

Task CC1D (1.4, 1.6, 1.7, 1.12) - Portfolio Assessment
The teacher candidate will review work samples from a student to determine strengths and weaknesses and evaluate the data to determine if the student is an appropriate candidate for a portfolio assessment. The data must contain a minimum of 10 products from at least **(3)** sources. The teacher candidate will provide a summary that includes how the teacher candidate triangulated the data and a description of the student's strengths and weaknesses. A description of how to proceed with instruction for the student, based on the student's current level of academic functioning, will also be included in the written product.

Task CC3E (5.4, 5.5)
Each student must show evidence of professional growth during this course. This evidence may be acquired by attending a content-related workshop or conference (i.e. FCTE Conference) or reading articles from a professional journal in his/her content area. Each student will submit a minimum of six presentations or article summaries, handouts or worksheets, and a reflection. The reflection should include your opinion regarding the feasibility of implementation (if appropriate), its effectiveness, whether you plan to use it in the future, and any modifications you might want to make.

Task 4.4.1 (1.1, 1.3, 1.6, 6.4) - Critical Thinking Strategies and Materials File
This is a critical task in which the teacher candidate collects strategies to promote critical/creative thinking and problem solving within a lesson plan. Each strategy in the collection is described in a narrative and then incorporated into a lesson plan that is aligned with state-adopted standards at the appropriate level of rigor for grades six through twelve.   The lesson plans must be fully developed to provide learning experiences that require students to demonstrate a variety of applicable skills and competencies and lead to mastery of the standard(s). At least one lesson plan must include the use of appropriate technology. All lesson plans that contain a technology component must contain procedures for the safe, appropriate and ethical use of the technology.   The product is the file of annotated strategies and lesson plans.

Written Assignments and TASKS will be submitted using the American Psychological Association (APA) 6th Edition Format.

Students can refer to the Purdue Online Writing Lab Website for an example of acceptable APA writing format.   http://owl.english.purdue.edu/owl/resource/560/01/ and at http://www.chipola.edu/instruct/letters/APA%202012.pdf.

Course Outline

Week 1
Chapter 1- Overview of the Profession
Introduction
Cover the First-Day Handout
Syllabus
Discuss Class Expectations

Week 2
Chapter 2 and 4- History and Theorists
Historical Contexts
Understanding How Children Learn and Develop

Week 3
Chapter 3 and 5- Program Models
Play in Childhood

Week 4
TEST 1

TASK One DUE CC11A

Week 5
Chapter 6 and 7- Building Young Children
Working with Families and Communities

Week 6
Chapter 8- Diversity and Young Children
Attitudes towards Diversity
Children with Special Needs
Integrating Diversity throughout the Curriculum

Week 7
TEST 2

Week 8
Chapter 9 and 10- Planning the Physical Environment
Academic Issues

TASK Two DUE CC1D

Week 9

Chapter 11- Developmentally Appropriate Curriculum

**Week
10** Chapter 12- Health and Wellness

**Week
11** Chapter 13- Supporting Emotional and Social Development

Week 12
Test 3

TASK Three Due CC3E

Week 13
Chapter 14- Mathematics, Science and Social Studies Learning
Critical Thinking
Problem Solving
Lifelong Learning

Week 14
Chapter 15- Language and Literacy Learning
Theoretical Perspectives
Language Development
Literacy Development

Week 15
Chapter 16- The Creative Arts

Characteristics of Creative Individuals
Why include the Arts?
Misconceptions about Art

Chapter 17
Technology

Week 16
Test 4

Final Review

TASK Four Due Task 4.4.1

All Worked Must be Submitted

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