



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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 state-adopted 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. This course requires 15 credit hours of field placement. 3 credit hours.

NAME(S) OF INSTRUCTORS:

Donna Doelman, M.Ed.
718-2492
doelmand@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

1. Effective Teaching Strategies That Accommodate Diverse Learners, M. Coyne, E. Kame'enui, & D. Carnine, 3/E. Pearson/Merrill Prentice Hall, 2007. ISBN: 0131720228.

*To view the website that accompanies this text, go to:

<http://www.prenhall.com/coyne>

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

Required: LiveText student membership, Field Experience Edition,
ISBN: 9780979663567

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, and all instructors record attendance daily. 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.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

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 **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 for 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 exceptional student education.

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: Demonstrate professional responsibility and ethical conduct and fulfill expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR EEX 3264	Florida Educator Accomplished Practice Indicators: (FEAP)	Florida Exceptional Education Competencies and Skills (FCS)	Assessment Methods Used by Faculty
The student will:			
Develop a repertoire of instructional strategies and approaches to utilize with exceptional students in K-5 classroom setting.	1.2 5.5	3.2 3.3 3.8 3.9	Class Part. RPT
Develop long range instructional plans for both general and special education curricula for students with exceptional needs in grades K-5.	1.4 1.7 1.10 1.11 6.2 7.1	3.2 3.3 3.7 3.8	Task CC11A
Develop short term and long term objectives/goals for students with exceptional needs in both general and special education K-5 curriculum.	1.4 1.7 1.10 1.11 6.2 7.1 7.7	1.3 1.6 3.4 3.7 5.2 5.8 5.11 5.13 5.14 5.15	Task CC11A
Identify Florida Sunshine State Standards and Florida Access Points for grades K-5.	10.1 10.2 10.4	1.3 1.07 3.4	Task CC10A
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.	4.10 12.5 12.6	1.7 5.4 5.7	Class Part Task CC10E Test RPT
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	7.1 8.3	3.5	RPT

Identify and demonstrate use of formal and informal assessment instruments to identify students with disabilities K-5.	1.10	2.3 2.4 2.5 3.7	RPT
Gain experience working with exceptional students in a K-5 classroom setting	3.14 5.3 7.1 9.12 10.10	1.2	Practicum Log
Develop an interdisciplinary unit of study to include activities involving math, science, and social studies which also include incorporating manipulatives, movement, music, and art.	10.2 10.3 10.4 10.6 10.12 10.13	3.4	TaskCC10E
Collaborate with professionals in the field to enhance his/her content knowledge.	3.14 10.15	3.6	Practicum Log
** 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:

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:

- Additional Assignments (20 %)
- Tasks (70%)*
- Professionalism in Attendance and Participation (10%)

Your final grade will be based upon the college grading scale:

**Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course.*

A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.

No grade will be given for the course until all tasks have been successfully demonstrated AND an acceptable formal reflection submitted with it.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

STUDENT LEARNING OUTCOMES FOR EEX 3264:

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.

Additional Assignments

3. **Lesson Observation:** The candidate plans a lesson and is observed regarding demonstrated effectiveness of instruction with regard to diversity. This observation targets sensitivity, equitable treatment, and planning for students from different backgrounds, cultures, and skill levels. The product is the rationale for class selecting the lessons, the lesson plans, and the completed observation instruments.

4. **Lesson Results Review:**

The teacher candidate teaches the lesson and analyzes the results. The product consists of the lesson plan, the analysis, the assessment instrument, and two samples of student work (one ESE student and one general education student that performed as expected).

5. **Other Class Activities:** FTCE practice tests; collection of bulletin board, learning center activities, and lesson plans that include accommodations and/or modifications for students with disabilities.

MEANS OF ACCOMPLISHING 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.

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