



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Assessment of Exceptional Students

COURSE NUMBER:

EEX 4221

COURSE DESCRIPTION (with prerequisites):

This course is designed to provide teacher candidates with the knowledge of legal requirements and ethical principles of the evaluation process, the opportunity to analyze and interpret the results of formal and informal assessments, research and identify alternate assessment options in Exceptional Education, and utilize assessment results for instructional planning. 3 semester hours credit.

NAME(S) OF INSTRUCTORS:

Mrs. Amy Somerset, MS, Emotional Disturbances and Learning Disabilities
somerseta@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

McLoughlin, Lewis, Kritikos. Assessing Students with Special Needs, 8th ed., 2017. Pearson, ISBN: 9780134575704.

A copy of the following documents downloaded from www.fldoe.org and www.fsassessments.org

- Developing Quality Individual Education Plans: A Guide for Instructional Personnel and Families (4th Edition)
- Understanding Florida Standards Assessments Reports (2020)
- Statewide Assessments Accommodations Guide (2019-2020)
- Measuring Maladaptive Behavior
- Accommodations: UEB Transition for Standards-Based Assessment
- Accommodations: Instructions for Oral Presentation Accommodations
- Accommodations: Speech-to-Text
- Accommodations: Assisting Students with Disabilities (Accommodations Manual)

Appropriate dress for field experience: black or khaki slacks and School of Education polo (Polos are available in the campus bookstore.)

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 for all instructors to 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 effect 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, which 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 in regards 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.

Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@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 through the Library Resources link within your course in Canvas or by using the *Search* 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 Learning Resources. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues 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, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit “ACE Tutoring” in the left navigation from any course in 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 Designs and plans effective instructional lessons.

- E – 2 Maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Delivers and facilitates effective instruction.
- E – 4 Analyzes and applies data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Designs purposeful professional goals for continuous improvement to strengthen instructional effectiveness and impact student learning
- E – 6 Practices 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 4221	DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES	ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES (see Notes below)
<ul style="list-style-type: none"> Determine the purpose and characteristics of different types of assessments and the appropriate use. Apply the legal requirements and ethical principles regarding assessment of students with exceptionalities. Identify measurements concepts, characteristics, and uses of norm-referenced and criterion-referenced assessments for students with exceptionalities. Determine the purpose and requirements for participation of students with disabilities in statewide assessment program and available accommodations, waivers, and exemptions. Interpret and apply the results of formal, informal and performance-based assessments to address specific needs of students with exceptionalities. Analyze assessment data to identify student needs and evaluate student progress in acquiring, generalizing, and maintaining skills across settings. Apply knowledge of the requirements for developing individual educational plans. (IEPs), educational plans (Eps) and transition IEPs. 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-12 classroom. *Florida Educator Accomplished Practice Indicators (FEAPs). 	<p>2.a.4.b (FEAPs) 2.1 (FCS)</p> <p>2.2 (FCS)</p> <p>2.3 (FCS)</p> <p>2.a.4.d (FEAPs) 2.4 (FCS)</p> <p>2.a.4.a (FEAPs) 2.5 (FCS)</p> <p>2.a.4.c (FEAPs) 2.6 (FCS)</p> <p>2.a.4.a, 2.a.4.c, 2.a.4.d (FEAPs) 1.5 (FCS)</p> <p>2.a.5.a, 2.a.5.b, 2.a.5.c, 2.a.5.d, 2.a.5.e, 2.a.5.f (FEAPs)</p> <p>*Florida Exceptional Education Competencies & Skills (FCS)</p>	<p>Pre/Post, Q, UT, DB, H, Obs, TASK CC1D</p> <p>Q, UT, DB, H, Obs, TASK CC11A</p> <p>Pre/Post, Q, UT, DB, H, Obs, TASK CC10C</p> <p>Q, DB, H, Obs., CS, W</p> <p>Pre/Post, Q, UT, DB, TASK CC11A, TASK CC1D, RP</p> <p>TASK CC1D, TASK CC11A, RP, Q, H, Obs, Prac</p> <p>TASK CC11A</p> <p>TASK CC10D, BO, DB, Prac</p>

Notes: Assessment Codes

BO - Behavioral Observation	EX - Dept Exam	Port - Portfolio	SD - Skills Demonstration
Cap Proj - Capstone Course	Exp - Experiments	Prac - Practicum	SE - Natl or State Standardized
CF - Cumulative Final	F - Final Exam	Pre/ Post - Pre-/Post-Tests	Sk - Ck Skills Check-Off
Clin - Clinicals	H - Homework	Proj - Projects	SP - Skills Performance
CP - Case Plan	Intern - Internship	PS - Problem Solving	T - Tests
CS - Case Study	J - Jury	Q - Quizzes	UT - Unit Tests
DB - Discussion Board	JP - Judged Perf/Exh	R - Recital	W - Writing Assignments
DE - Documented Essays	Obs - Teacher Observ	RP - Research Papers	
E - Essays	OT - Objective Tests	RPT - Report/Presentation	

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

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