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 semester hours credit.

NAME(S) OF INSTRUCTORS:

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

EFFECTIVE ACADEMIC YEAR:

2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

- Special Education in Contemporary Society, An Introduction to Exceptionality (6th edition) by Gargiulo, Bouck and Bouck. ISBN: 9781506310701

- Systematic Instruction for Students with Moderate and Severe Disabilities 1st Edition ISBN: 9781598571936. Authors: Dr. Belva C. Collins Ed.D. (Author), Mark Wolery Ph.D. (Foreword)

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/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 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.

Wendy Pippen, 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 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, 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   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 strategies and approaches to individualize instruction for Exceptional Education students in grades 6-12	(FEAP)1.b, 1.c, 1.d, 1.e (FCS) 3.1, 3.2, 3.3	Q, SD, Obs
• Develop long-range instructional plans for both general and special education curricula for students with exceptional needs in grades 6-12	(FEAP)1.a, 1.b, 1.c, 2.h (FCS) 3.2, 3.3, 3.4	Q, SD, Obs
• Develop short-term and long-term objectives/goals for students with exceptional needs in both general and special education 6-12 curriculum	(FEAP)2.h, 2.i (FCS) 1.5	Task CC11A, Task CC1D; SP, DB, SD, W, Proj
• Identify state-approved Standards and Florida Access Points for grades 6-12	(FEAP)1.a (FCS) 1.1	Obs, SD, DB, RPT
• Select, adapt, and use instructional strategies to individualize instruction for exceptional education students in grades 6-12	(FEAP)3.b, 3.c, 3.f, 3.h, 3.j (FCS) 3.3, 3.5, 3.6, 3.7, 3.8	Task CC11A; Obs, SD, Prac
• The teacher candidate will create activities that can be adapted to meet the various learning styles of exceptional students in grades 6-12	(FEAP)3.g, 3.h, 3.i (FCS) 3.3, 3.4, 3.5, 3.7, 3.8, 3.9 3.10, 3.11	SD, SP, Obs
	(FEAP)1.d. 1.e, 4.a, 4.b, 4.c, 4.d (FCS) 2.3, 2.4, 2.5, 3.7	Task CC11A, Task CC1D;

• Identify and demonstrate use of formal and informal assessment instruments to identify the needs of students with disabilities in grades 6-12	(FEAP)3.f, 3.g, 3.h (FCS) 6.1, 6.2, 6.3	Obs, SD, CS, RPT Task CC11A: CS, CP, RPT
• Develop strategies to promote student independence towards transitioning from middle to high school and high school to post-secondary institutions and community	(FEAP)5.d (FCS) 6.2, 6.3	SD, W, Prac
• Identify, select, and complete an interest inventory with a student with disabilities in an ESE classroom in grades 6-12	(FEAP)5.a, 5.c, 5.e (FCS) 5.3, 5.5, 5.7	SD, DB, Prac
• Collaborate with professionals in the field to enhance his/her content knowledge.	(FEAP)5.b, 5.e, 5.f (FCS)1.9, 1.10	Task CC10D: W, Q, UT, RPT
• 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.	(FEAP)5.a, 5.b, 5.c (FCS)3.2, 3.3, 3.4	Task CC10E; SD, SP, DB, Prac
• Identify practical solutions on how to apply special education principles to the teaching of exceptional students in a 6-12 classroom setting.	(FEAP)5.a, 5.b, 5.c (FCS) 3.2, 3.4, 3.5, 3.7, 3.8, 3.10	TaskCC10D; SD, SP, DB, Obs, Prac
• Gain experience working with and teaching exceptional students in a 6-12 special education classroom setting.	(FEAP)1.a, 1.b, 1.c, 1.d, 1.e, 1.f (FCS) 2.4, 3.8, 3.10	Task CC10E; SD, SP, DB, RPT, W, DB, Prac
• Develop lesson plans that include accommodations for special needs students targeting whole and small group instruction.	(FEAP)3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.h, 3.i, 3.j (FCS) 3.2, 3.4, 3.5, 3.7, 3.8, 5.3	Task CC10E;
• Teach at least one lesson containing accommodations and one strategy. Analyze the effectiveness of the		SD, SP, Obs, Prac

accommodations and the instructional strategy based on student performance. • 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 6-12 classroom.	(FEAP)5.a, 5.b, 5.c, 5.d, 5.e, 5.f (FCS) 5.3, 5.5, 5.7	Task CC10D: RPT, DB, Prac

**Assessment Codes

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

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. The primary methods of instruction include class discussions, experiential learning opportunities, interactive lecture, and assigned readings. Learning strategies may include case studies, questioning, presentations, practicums, small group discussions, demonstrations, and presentations. Active student participation is expected, and students are expected to be attentive and are encouraged to ask questions. Additionally, students are expected to read all assigned material and complete assigned projects by the assigned due dates.
2. This course requires 30 credit hours of field placement.

ASSIGNMENT AND/OR COURSE OUTLINE

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