



# CHIPOLA COLLEGE

## COURSE SYLLABUS

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

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**COURSE TITLE:**

Curriculum and Instructional Strategies for  
Students with Disabilities (Grades 6-12)

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**COURSE NUMBER:**

EEX 4265

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**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.

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**NAME(S) OF INSTRUCTORS:**

Amy Somerset, MS, Emotional Disturbances and Learning Disabilities  
[somerset@chipola.edu](mailto:somerset@chipola.edu)

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**EFFECTIVE ACADEMIC YEAR:**

2020-2021

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

- Special Education in Contemporary Society, An Introduction to Exceptionality (6th edition) by Gargiulo, Bouck and Bouck. ISBN: 1506310702
- Systematic Instruction for Students with Moderate and Severe Disabilities 1st Edition ISBN-13: 978-1598571936/ISBN-10: 1598571931 Authors: Dr. Belva C. Collins Ed.D. (Author), Mark Wolery Ph.D. (Foreword)

A copy of the following documents downloaded from [www.fldoe.org](http://www.fldoe.org) and [www.fsassessments.org](http://www.fsassessments.org)

- Developing Quality Individual Education Plans: A Guide for Instructional Personnel and Families (4<sup>th</sup> 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:**

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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:**

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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:**

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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.

**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:**

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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 **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:**

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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:**

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- 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.

<b>LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS</b>		
<b>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EEX 4265</b>	<b>Florida Educator Accomplished Practice Indicators (FEAPs) Florida Exceptional Education Competencies &amp; Skills (FCS)</b>	<b>Assessment Methods Used by Faculty</b>
<ul style="list-style-type: none"> <li>• Develop a repertoire of instructional strategies and approaches to individualize instruction for Exceptional Education students in grades 6-12</li> </ul>	(FEAP)1.b, 1.c, 1.d, 1.e (FCS) 3.1, 3.2, 3.3	Q, SD, Obs
<ul style="list-style-type: none"> <li>• Develop long-range instructional plans for both general and special education curricula for students with exceptional needs in grades 6-12</li> </ul>	(FEAP)1.a, 1.b, 1.c, 2.h (FCS) 3.2, 3.3, 3.4	Q, SD, Obs
<ul style="list-style-type: none"> <li>• Develop short-term and long-term objectives/goals for students with exceptional needs in both general and special education 6-12 curriculum</li> </ul>	(FEAP)2.h, 2.i (FCS) 1.5	Task CC11A, Task CC1D; SP, DB, SD, W, Proj
<ul style="list-style-type: none"> <li>• Identify state-approved Standards and Florida Access Points for grades 6-12</li> </ul>	(FEAP)1.a (FCS) 1.1	Obs, SD, DB, RPT
<ul style="list-style-type: none"> <li>• Select, adapt, and use instructional strategies to individualize instruction for exceptional education students in grades 6-12</li> </ul>	(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
<ul style="list-style-type: none"> <li>• The teacher candidate will create activities that can be adapted to meet the various learning styles of exceptional students in grades 6-12</li> </ul>	(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

<ul style="list-style-type: none"> <li>Identify and demonstrate use of formal and informal assessment instruments to identify the needs of students with disabilities in grades 6-12</li> </ul>	(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; Obs, SD, CS, RPT
<ul style="list-style-type: none"> <li>Develop strategies to promote student independence towards transitioning from middle to high school and high school to post-secondary institutions and community</li> </ul>	(FEAP)3.f, 3.g, 3.h (FCS) 6.1, 6.2, 6.3	Task CC11A: CS, CP, RPT
<ul style="list-style-type: none"> <li>Identify, select, and complete an interest inventory with a student with disabilities in an ESE classroom in grades 6-12</li> </ul>	(FEAP)5.d (FCS) 6.2, 6.3	SD, W, Prac
<ul style="list-style-type: none"> <li>Collaborate with professionals in the field to enhance his/her content knowledge.</li> </ul>	(FEAP)5.a, 5.c, 5.e (FCS) 5.3, 5.5, 5.7	SD, DB, Prac
<ul style="list-style-type: none"> <li>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.</li> </ul>	(FEAP)5.b, 5.e, 5.f (FCS)1.9, 1.10	Task CC10D: W, Q, UT, RPT
<ul style="list-style-type: none"> <li>Identify practical solutions on how to apply special education principles to the teaching of exceptional students in a 6-12 classroom setting.</li> </ul>	(FEAP)5.a, 5.b, 5.c (FCS)3.2, 3.3, 3.4	Task CC10E; SD, SP, DB, Prac
<ul style="list-style-type: none"> <li>Gain experience working with and teaching exceptional students in a 6-12 special education classroom setting.</li> </ul>	(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
<ul style="list-style-type: none"> <li>Develop lesson plans that include accommodations for special needs students targeting whole and small group instruction.</li> </ul>	(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
<ul style="list-style-type: none"> <li>Teach at least one lesson containing accommodations and one strategy.</li> </ul>	(FEAP)3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.h, 3.i, 3.j	Task CC10E;

Analyze the effectiveness of the accommodations and the instructional strategy based on student performance.	(FCS) 3.2, 3.4, 3.5, 3.7, 3.8, 5.3	SD, SP, Obs, Prac
<ul style="list-style-type: none"> <li>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.</li> </ul>	(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  
 Cap Proj - Capstone Course  
 CF - Cumulative Final  
 Clin - Clinicals  
 CP - Case Plan  
 CS - Case Study  
 DB - Discussion Board  
 DE - Documented Essays  
 E - Essays  
 EX - Dept Exam  
 Exp - Experiments  
 F - Final Exam

H - Homework  
 Intern - Internship  
 J - Jury  
 JP - Judged Perf/Exh  
 Obs - Teacher Observ  
 OT - Objective Tests  
 Port - Portfolio  
 Prac - Practicum  
 Pre/ Post - Pre-/Post-Tests  
 Proj - Projects  
 PS - Problem Solving  
 Q - Quizzes

R - Recital  
 RP - Research Papers  
 RPT - Report/Presentation  
 SD - Skills Demonstration  
 SE - Natl or State Standardized  
 Sk - Ck Skills Check-Off  
 SP - Skills Performance  
 T - Tests  
 UT - Unit Tests  
 W - Writing Assignments

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

- Attend and participate in class regularly.
- Read all assigned material before class.
- Study in-class notes and on-line Canvas materials.
- Complete assigned projects/tasks in a timely manner to include reflections and revisions on the final product.
- Seek opportunities to practice teaching skills through tutoring, substitution in K-12 schools. This course requires 30 credit hours of field placement.
- Collaborate with peers and other professionals.

**ASSIGNMENT AND/OR COURSE OUTLINE**

**Course Evaluation Criteria:**

**No Grade will be given for the course until all tasks have been successfully demonstrated *AND* an acceptable formal reflection is submitted with each task.**

- Discussions (5%)**
- Tasks (80%)\***
- Additional Assignments (15%)**  
Includes a Final Exam

**Your final grade will be based upon the college grading scale.**

The Chipola Catalog provides specific information regarding other outcomes from the grading system/quality point 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.**

### **STUDENT LEARNING OUTCOMES FOR EEX 4265:**

Students enrolled in EEX 4265 will be required to complete the following.

#### **Task CC1D - MTSS 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 ten products from at least three sources. The teacher candidate will provide a summary that includes how the teacher candidate triangulated the data and a description of each 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 CC11A**

Using a case study of a secondary student with disabilities provided by the instructor, the teacher candidate will determine strengths, needs, and necessary accommodations and modifications for the student. The candidate will also identify and write measurable annual goals and short-term objectives for the student using the information in the case study. Transition goals will be written and included as part of the IEP.

#### **Task CC3E**

Each teacher candidate must show evidence of professional growth during this course. This evidence should be acquired by reading articles from various professional journals in the field of teaching exceptional students. Each teacher candidate will submit a minimum of six article summaries with a reflection for each. The reflection should include the teacher candidate's opinion regarding the content of the article, its relevance to the exceptional student education classroom/student, how the content benefits the teacher candidate's knowledge of the ESE classroom/student, and a discussion of information in the article that is new to the student.

#### **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 designed for the exceptional education classroom/student. 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.

### **Task CC10E:**

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 Sunshine State Standards and FI Access Points. The unit will consist of learner-centered activities to facilitate problem-solving and real world connections, include information/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.

**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.

### **Lesson Results Review:**

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

### **Task CC10D**

This task is designed for the teacher candidate to create a field journal including personal reflections on his/her participation and interactions in a special education 6-12 classroom. The journal should contain an entry for each of the 30 hours of field experience plus reflections on any lessons (at least one) taught by the teacher candidate. The journal should also contain lesson plans on the Chipola College template for any lessons taught by the teacher candidate.

## **B. Additional Assignments**

FTCE practice tests; Discussion Board participation; quizzes 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, ect., Read and report on professional education and subject matter articles, research and other materials, oral presentations, clinical experiences and reflective papers, field journals, and discussion 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.