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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EEX 3012 EDUCATIONAL NEEDS OF STUDENTS WITH EXCEPTIONALITIES (3 CREDITS)**

This course is designed as an introduction to the field of exceptional student education. It is a course that is suitable for teacher candidates who are entering a program to prepare them for careers in working with exceptional children or adults. It is also appropriate for those who may be majoring in other fields but who are interested in becoming familiar with terminology, concepts, and issues that are important for an understanding of the needs of people with disabilities and the types of services that are available to them. Teacher candidates will complete 15 hours of foundation level field experience during this course.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission into the Bachelor of Science Program in Education or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Special Education: Fundamentals and Processes

• High Prevalence Exceptionalities: Foundations and Instruction, Identification, Causes and Best Practice

• Low Incidence Exceptionalities: Foundations and Instruction, Identification, Causes and Best Practice

• Other Exceptionalities: Causes and Characteristics and Best Practices

• Individualized Education Plans, Services, and Provisions

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will research, synthesize and apply teaching strategies including instructional content, instructional procedures, instructional environment, and technology to effectively teach exceptional students.

**B.** **Other Course Objectives/Standards**

* The teacher candidate will analyze and apply terms that are commonly used in special education to scenarios and field experience in a K-12 setting.
* The teacher candidate will synthesize major research findings about the education of exceptional children and explain their importance as related to teaching and learning.
* The teacher candidate will investigate major issues and trends in special education and explain how these relate to general education and related fields.
* The teacher candidate will specify educationally relevant characteristics of exceptional children.
* The teacher candidate will analyze the various traditional categories of exceptionalities and reasons for discarding categorical labels.
* The teacher candidate will analyze and describe administrative provisions for providing various services to exceptional populations, including culturally and linguistically diverse teacher candidates.
* The teacher candidate will compare and contrast the similarities between second language development and learning disabilities, and distinguish between second language development and language disorder.
* The teacher candidate will develop a personal philosophy of special education services and supports.

**SPECIFIC COURSE COMPETENCIES:**

 **Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills**

 **FEAP- Florida Educator Accomplished Practices**

 **PEC- Professional Education Competencies**

**ESOL T.S.- Florida Teacher Standards for ESOL Endorsement**

 **ESOL K-12- English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and*

 *competencies found above.*

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| --- | --- | --- | --- | --- | --- |
| COURSE  | FSAC | FEAP/PEC | READING | ESOL P.S. | ESOL K-12 |
| **EEX 3012 Educational Needs of Students with Exceptionalities** |  |  |  | 5.1.c, 5.1.d, 5.1.e, 5.2.b, 5.2.c | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 11.4 |
| 5.2, 5.3 | 2c, 2d, 2e | 2.B.4, 2.B.2,  |  |  |
|  | 5e | 2.A.7 |  |  |
|  | 1.2 | 1a, 1b, 1c, 2c, 3a, 3d | 2.A.1,2.A.4 4.18 |  |  |
|  | 2.3, 2.5, 6.3 | 2i, 3f | 2.B.4 |  |  |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

Course assessments are listed below as the following:

**Research Paper and Presentation: Issues in Exceptional Education**

The purpose of this assignment is to expose the teaching candidates to the literature that provides the foundation for what is done for children with exceptional education needs and their parents. It will also serve as preparation to their Field Experience. The teaching candidates will select from one of the following exceptional education issues or another topic approved by the instructor:

* **Inclusion**
* **Co-Teaching/Collaboration**
* **IDEA (formerly known as PL94-142)**
* **Response-To- Intervention (RtI)**
* **Assistive Technology**
* **Section 504**
* **Least Restrictive Environment**
* **Related Services Personnel**
* **English Language Learners (ELLs)-identification and placement issues**
* **Culturally and Linguistically Diverse Learners (CLD)**
* **Manifestation Determination Meeting**
* **Functional Behavioral Analysis (FBA)**
* **Behavioral Intervention Plan (BIP)**
* **Classroom Suggestions on General Education Curriculum for students with disabilities**

Each teaching candidate will select at least 5 articles on one topic which he/she will review. These articles MUST be empirical research studies that are designed to access the effectiveness of various exceptional education process approaches with children with exceptional needs. Each teaching candidate will write a 3-5 page synthesis of the five articles and discuss the implications that these articles and their findings have on students with exceptional education needs and their parents as well as reflect on future implications within their own teaching practice. The teaching candidate will present their findings (orally, using power point or another format of graphic depiction) on his/her topic in a presentation for the benefit of the other teacher candidates. Teacher candidates will also be required to bring a one page summary of key points and resources/references for each teacher candidate in the class to hand out during the presentation. Papers must be typed and consistent with current APA style guidelines.

**Journal: Field Experience with-Students with Exceptionalities**

The purpose of this assignment is for the teacher candidate to apply her/his knowledge of exceptional students and their educational needs gained from the journal article reviews and presentation and class discussions to fifteen hours of field experience and interactions with a student with exceptional educational needs or students with exceptional educational needs. Teacher candidates will be assigned a mentor teacher who has at least one student with an IEP. It is the teacher candidates’ responsibility to confirm at least one student has exceptional needs in their field experience classroom.

The teacher candidate will note the date, time and place of each field experience. She/he will write informal journal entries describing the students, classroom, lessons or activities the teacher candidate used with the student(s) with exceptionalities. He/she will also reflect how the experiences and interactions explicitly relate to weekly readings and discussions, research, class activities, and/or peer presentations. It is suggested that at least one course/content connection be made per one hour of field experience. The teacher candidate may also record any questions or comments s/he has about the teachers and students s/he is working with. Finally the teacher candidate will include any future implications based on field experiences for their own teaching practice. The reference page must be consistent with current APA style guidelines. Documentation of field experience hours will be submitted on the mentor evaluation form.

**Interviews: Service Providers for Students with Exceptionalities**

Teacher candidates will conduct a total of **three** interviews on-site, relevant to meeting the needs of exceptional education students in the school. The student will interview three different service providers (eg. General Education Teacher, an Exceptional Education Teacher, a related service provider, an administrator, etc.) who work with students who have exceptionalities. Teacher candidates will provide a description of each interviewee, protecting confidentiality; summarize and synthesize the interview responses in a 3-5 page paper; and include the questions and sub-questions asked with commensurate responses within an appendix. Teacher candidates should support interview responses, personal reflections and future implications with explicit content connections. Papers must be typed and consistent with current APA style guidelines.

**Co-Teaching Lesson and Presentation**

The purpose of this activity is to acquire an understanding of how 2 or more professionals share teaching responsibility in meeting the needs of a diverse group of students. The teaching candidates will pair up and jointly develop a lesson plan according to their discipline of interest. One teacher candidate will assume the responsibilities of writing a lesson plan from the general education teacher’s perspective while the other teacher candidate will take the role of the special education teacher’s perspective. The teaching candidates will collaborate and plan their lesson together, aligning the goal of the lesson with the Sunshine State Standards, state the objectives that the students will meet, indicate the learning activities that will given to the students, the accommodations and modifications that will be given to students with individual educational programs (IEPs) and how mastery of learning will be assessed. The teaching candidates will then jointly deliver their teaching lesson using one of the learned co-teaching approaches: one teaching-one observing, one teaching-one drifting, station teaching, parallel teaching, alternative teaching, or team teaching. This experiential activity will empower the teaching candidates with a sense of collegial support, help them meet the individual needs of students, and provide individualized instruction in a general education environment. Finally, teacher candidates will write a short reflective essay based on the post-lesson delivery discussion and personal reflection.

**Final Exam**

The teacher candidates will take a final exam to demonstrate mastery of the course content.

1. **ATTENDANCE POLICY:**

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

**A.** **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.

**B. Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Field Experience:** Field experience is ***active field experience participation*** (not observation). Teacher candidates will work with the Field Experience Coordinator for placement with a mentor teacher. Mentor teachers will complete an ungraded mid-semester checkpoint as well as a final evaluation. It is strongly suggested that the hours be spread throughout the semester so that mentor teachers can more accurately assess a teacher candidate’s strengths/needs prior to completing the final evaluation. For more information regarding field experience, including the evaluation rubric, please refer to FSW’s field experience handbook.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

 1 day late = 10% grade reduction of task

 2-6 days late = 20% grade reduction of task

 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.