

**COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education
*EEX 6248: Instructional Approaches for Exceptional Populations***

The following are the required elements of a departmental syllabus in the College of Education. **This syllabus should be representative of EVERY section of the course offered in the department.**

The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:** EEX 6248
2. **Course Title:** Instructional Approaches for Exceptional Populations
3. **Regular Instructors:** Dr. Patricia Alvarez McHatton
Dr. Ann Cranston-Gingras
Dr. Brenda L. Walker
Dr. Phyllis Jones
4. **Course Prerequisites:** Graduate standing and an introductory course in exceptional child education
5. **Course Description:**

This course will prepare educators to develop, implement and evaluate educational strategies for students with disabilities. In light of the changing demographics of the students and families served by schools, the course will emphasize the use of strategies that value and affirm cultural and individual differences. The content of the course meets the requirements for state teacher certification and is a requirement of all students seeking a Master's degree in BD, LD, MR, and VE.
6. **Course Goals:**

Upon completion of this course, the student will be able to:

 - A. Arrange and manage the physical environment to facilitate instruction and ensure student safety.

- B. Identify, develop, and implement educational subject area goals in accord with federal and state legislation.
- C. Select, adapt, and/or develop instructional materials to meet instructional objectives and learning needs for students with LD, MR, and E/BD, and for students who are culturally and linguistically diverse.
- D. Select and implement appropriate instructional strategies to improve knowledge in all content areas.
- E. Adapt and/or modifies instruction to meet the learning needs of students with mild/moderate disabilities and students who are culturally and linguistically diverse.
- F. Demonstrate high expectations for all students and provides necessary supports for students to meet those expectations.
- G. Use assessment data to plan instruction and document student progress.
- H. Provide affective/social skills instruction.

7. Course Objectives &/or Content Outline:

- 1. Arrange and manage the physical environment to facilitate instruction and ensure student safety
 - 1.1. Develop plan for utilization of volunteers and para professionals
- 2. Address misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum
 - 2.1. Recognize factors which contribute to student misconduct
 - 2.2. Use appropriate verbal and/or nonverbal techniques for reinforcing and modifying student behavior
 - 2.3. Identify and solicit parent expertise in modifying student behavior
- 3. Identify long-range goals for subject areas in accord with federal and state legislation.
 - 3.1. Formulate subject area goals consistent with state and district goals
 - 3.2. Identify long-range goals appropriate to student needs.
- 4. Construct and sequences related short-range objectives for a given subject area in accord with federal and state legislation
 - 4.1. Identify knowledge, skills, and attitudes to be attained for subject areas
 - 4.2. Consider cultural and individual differences in determining goals and objectives
- 5. Select, adapt, and/or develop instructional materials to meet instructional objectives and student learning needs for students with LD, MR, and E/BD
 - 5.1. Select materials based on instructional objectives and student learning needs and readiness levels
 - 5.2. Adapt materials to assist student sin mastering objectives
 - 5.3. Determine materials to be developed based upon existing resources and student needs
 - 5.4. Use a variety of materials and media based upon objectives student needs, and available resources
 - 5.5. Adhere to copyright laws
- 6. Select/develop, sequence and evaluate learning activities that are appropriate to instructional objectives and student needs
 - 6.1. Identify and implement learning activities which are consistent with basic principles of human growth and development, giving consideration to various individual learning styles
- 7. Use class time effectively

8. Create and maintain academic focus by using verbal, nonverbal, and/or visual motivational devices
 - 8.1. Relate instructional objectives and activities to interests, feelings, capabilities, and experiences of students.
 - 8.2. Inform students about objectives, subsequent learning tasks, and performance expectations
 - 8.3. Modify instructional strategies based on student response and needs
 - 8.4. Uses reinforcement techniques to maintain on-task behavior and promote student motivation
9. Stimulate and direct student thinking and checks student comprehension
 - 9.1. Orient students to class work and provides appropriate transition statements
 - 9.2. Ask low order and high order questions effectively to stimulate and direct student thinking and learning
10. Provide appropriate practice to promote learning and retention
 - 10.1. Circulate and assist students during seatwork to check comprehension and provide assistance
11. Use feedback procedures that give information to students about the appropriateness of their responses
12. Demonstrate proficiency in assessment and evaluation
 - 12.1. Select and apply appropriate data-based instructional measures
13. Improve knowledge of reading curriculum and instruction
14. Improve knowledge of mathematics curriculum and instruction
15. Improve knowledge of spelling curriculum and instruction
16. Improve knowledge of oral language curriculum and instruction
17. Improve knowledge of curriculum and instruction for written expression
18. Improve knowledge of content areas
 - 18.1. Recognize the techniques for modifying content areas
19. Improve knowledge of social/affective skills
 - 19.1. Identify age-appropriate social/affective skills for individuals and groups
20. Improve knowledge of planning instruction
 - 20.1. Explain how to utilize information provided by other professionals
 - 20.2. Select and write IEP goals and objectives
 - 20.3. Identify prerequisite skill using a given curriculum
 - 20.4. Correlate learning styles and skill levels with instruction strategies and materials
 - 20.5. Demonstrate the ability to organize student groups by learning styles and skill levels, incorporating the matching of instruction, strategies, and materials
 - 20.6. Exhibit knowledge of how to select and adapt instructional strategies as appropriate
 - 20.7. Distinguish need for high/low level of activity
 - 20.8. Explain how to combine semi-independent/independent practice
 - 20.9. Distinguish the need for high/low cognitive level questions
 - 20.10. Distinguish the need for teacher/peer-directed instruction
21. Improve knowledge of record-keeping
 - 21.1. Identify essential elements of record-keeping
 - 21.2. Documents student progress
22. Increase knowledge and use of curriculum and materials
 - 22.1. Recognize curriculum standards in basic academic areas
 - 22.2. Identify appropriate curriculum resources and materials
 - 22.3. Identify, reviews, and suggests modifications for instructional software

8. Evaluation of Student Outcomes:

[Note to instructor—Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). See Key Assessment and Rubric for this course.]

- Assessment of course readings and class discussion
- In-class assessments and activities
- Student Products
 - Comprehensive literature review on topic related to effective instructional approaches for exceptional populations
 - Presentation of literature review
 - Instructional unit plan

Program Key Assessment: *Unit Plan*

The *Unit Plan* is a Program Key Assessment for Department of Special Education MA Program. This assessment is aligned with the USF College of Education Conceptual Framework Outcomes and the National Board Professional Teaching Standards – Exceptional Needs. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the MA student is progressing toward competency in the standards listed above. Students must demonstrate competency by performing satisfactorily on all standards associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each of the components in the Program Key Assessment Rubric. If the MA student does not achieve competency on the first attempt, the Program Key Assessment must be re-submitted until competency is achieved. At the discretion of the department, the grade on subsequent attempts might not be used in the computation of the final grade for the course. Competency on the Program Key Assessment must be achieved by the date designated in the course syllabus.

9. Grading System:

Grades will be determined based on the following scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 65% - 69%

F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

No grade below “C” will be accepted toward a graduate degree. This includes C-grades.

Grading Criteria:

- Exams may include multiple choice questions, short answer or essay questions, or other response forms (debates, role-plays, simulations)

- There are three additional assessment components in addition to the mid-term and final exams. These include a research project and presentation, unit plan, and various class activities.
- The total grade will be determined as follows:
 - 20% = mid-term
 - 20% = final
 - 20% = Project: Literature review of selected topic and presentation
 - 20% = Academic and Social Skills Unit Plans
 - 20% = In-class activities

10. Recommended Texts and/or Readings:

Cohen, L., & Spenciner, L. J. (2005). *Teaching students with mild and moderate disabilities: Research-based practices*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Hart, C. (2003). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: SAGE Publications.

Recommended Readings:

Council for Exceptional Children. (2004). *The new IDEA: CEC's summary of significant issues*. Arlington, VA: Council for Exceptional Children.

Doherty, R. W., Hilberg, S., Pinal, A., & Tharpe R. G. (2003). Five standards and student achievement. *NABE Journal of Research and Practice*, 1 (1), 1-24.

Nieto, S. (2003). *Affirming diversity: The sociopolitical context of multicultural education, fourth edition*. Boston, MA: Allyn and Bacon.

11. Attendance and Other Class Policies, if applicable:

Students are expected to attend all scheduled classes (no cut policy).

Expectations for Course Participation: Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

12. ADA Statement:

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

13. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

14. Web Portal Information:

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

15. **Academic Dishonesty:**

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an "FF" grade may not use the university's Grade Forgiveness Policy if the course is subsequently repeated. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

Detection of Plagiarism: The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

16. **Academic Disruption:**

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption of the academic process may result in suspension or permanent expulsion from the University.

DEPARTMENTAL COURSE SYLLABUS

Attachment I
MATRIX

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
1. Arranges and manages the physical environment to facilitate instruction and ensure student safety 1.1 Develops plan for utilization of volunteers and para professionals	Class discussions Case Study	NBPTS #10
2. Addresses misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum 2.1 Recognizes factors which contribute to student misconduct 2.2 Uses appropriate verbal and/or nonverbal techniques for reinforcing and modifying student behavior 2.3 Identifies and solicits parent expertise in modifying student behavior	Class discussions Case study Role-plays	NBPTS #10
3. Identifies long-range goals for subject areas in accord with federal and state legislation. 3.1 Formulates subject area goals consistent with state and district goals 3.2 Identifies long-range goals appropriate to student needs.	Class Activity Exam	NBPTS #5 COE #6
4. Constructs and sequences related short-range objectives for a given subject area in accord with	Class Activity Unit Plan	NBPTS #4 COE #5, #6

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
federal and state legislation 4.1 Identifies knowledge, skills, and attitudes to be attained for subject areas 4.2 Considers cultural and individual differences in determining goals and objectives		
5 Selects, adapts, and/or develops instructional materials to meet instructional objectives and student learning needs for students with LD, MR, and E/BD 5.1 Selects materials based on instructional objectives and student learning needs and readiness levels 5.2 Adapts materials to assist students in mastering objectives 5.3 Determines materials to be developed based upon existing resources and student needs 5.4 Uses a variety of materials and media based upon objectives student needs, and available resources 5.5 Adheres to copyright laws	Unit Plan Research Paper	NBPTS #1, #5, #7, #11 COE #2, #6
6 Selects/develops, sequences and evaluates learning activities that are appropriate to instructional objectives and student needs 6.1 Identifies and implements learning activities which are consistent with basic principles of human growth and development, giving consideration to various individual learning styles	Exam Case Study Unit Plan	NBPTS #1 COE #6
7 Uses class time effectively	Class Discussion	NBPTS #10
8 Creates and maintains academic focus by using	Class Discussion	NBPTS #1, #2, #6,

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
verbal, nonverbal, and/or visual motivational devices 8.1 Relates instructional objectives and activities to interests, feelings, capabilities, and experiences of students. 8.2 Informs students about objectives, subsequent learning tasks, and performance expectations 8.3 Modifies instructional strategies based on student response and needs 8.4 Uses reinforcement techniques to maintain on-task behavior and promote student motivation		COE #6
9 Stimulates and directs student thinking and checks student comprehension 9.1 Orients students to classwork and provides appropriate transition statements 9.2 Asks low order and high order questions effectively to stimulate and direct student thinking and learning	Class Discussion Class Activity Unit Plan	NBPTS #6 COE #6
10 Provides appropriate practice to promote learning and retention 10.1 Circulates and assists students during seatwork to check comprehension and provide assistance	Class Discussion	NBPTS #6
11 Uses feedback procedures that give information to students about the appropriateness of their responses	Class Discussion	NBPTS #3
12 Demonstrates proficiency in assessment and evaluation 12.1 Selects and applies appropriate data-based instructional measures	Exam Unit Plan	NBPTS #9 COE #6
13 Improves knowledge of reading curriculum and	Unit Plan	NBPTS #5

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
instruction	Research Paper Exam	COE #2
14 Improves knowledge of mathematics curriculum and instruction	Unit Plan Research Paper Exam	NBPTS #5 COE #2
15 Improves knowledge of spelling curriculum and instruction	Unit Plan Research Paper Exam	NBPTS #5 COE #2
16 Improves knowledge or oral language curriculum and instruction	Unit Plan Research Paper Exam	NBPTS #5 COE #2
17 Improves knowledge of curriculum and instruction for written expression	Unit Plan Research Paper Exam	NBPTS #5 COE #2
18 Improves knowledge of content areas 18.1 Recognizes the techniques for modifying content areas	Unit Plan Research Paper Exam	NBPTS #5 COE #2
19 Improves knowledge of social/affective skills 19.1 Identifies age-appropriate social/affective skills for individuals and groups	Unit Plan Research Paper Exam Case Study	NBPTS #8 COE #2
20 Improves knowledge of planning instruction 20.1 Explains how to utilize information provided by other professionals 20.2 Selects and writes IEP goals and objectives 20.3 Identifies prerequisite skill using a given curriculum 20.4 Correlates learning styles and skill levels with instruction strategies and materials 20.5 Demonstrates the ability to organize student groups by learning styles and skill levels,	Class Activity Unit Plan Exam	NBPTS #4, #6, #10 COE #2, #5, #6

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
incorporating the matching of instruction, strategies, and materials 20.6 Exhibits knowledge of how to select and adapt instructional strategies as appropriate 20.7 Distinguishes need for high/low level of activity 20.8 Explains how to combine semi independent/independent practice 20.9 Distinguishes the need for high/low cognitive level questions 20.10 Distinguishes the need for teacher/peer directed instruction		
21 Improves knowledge of record-keeping 21.1 Identifies essential elements of record-keeping 21.2 Documents student progress	Class Activity	
22 Increases knowledge and use of curriculum and materials 22.1 Recognizes curriculum standards in basic academic areas 22.2 Identifies appropriate curriculum resources and materials 22.3 Identifies, reviews, and suggests modifications for instructional software	Class Activity Unit Plan	NBPTS #11 COE #3